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ABSTRACT

One in a series of guides to Child Development Associate (CDA) training, this volume details information on the roles, responsibilities, and skills required of CDA field supervisors. Following the first chapter's introductory description of CDA goals, components, and programs, chapter 2 presents an overview of the broad areas of knowledge important for the success of the CDA field supervisor. CDA program components, early childhood education and child development theories and principles, and a theory of self-concept are discussed in relation to the supervisor's roles and responsibilities. Chapter 3 recounts diverse and complex skills required of the field supervisor, grouping them into two major categories: appraising and teaching. Finally, chapter 4 discusses interpersonal skills in terms of the field supervisor's attitudes, emphasizing the potential impact of attitudes on the field supervisor/intern team relationship. A glossary of CDA terms and procedures, CDA training and appraisal materials, and resources for the CDA program are appended. (MP)

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The Child Development Associate Program:

A Guide to Field Supervision

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The Child Development Associate Program: A Guide to Field Supervision

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Foreword

The CDA program is designed to improve the knowledge and skills of those responsible for the care of young children. Traditionally, programs to train teachers of young children have relied heavily upon college classroom-based teaching methods. CDA training was conceived to emphasize the application of theory within a field-based setting. The success of CDA training has legitimized field training.

This volume, one in the series of Guides to CDA Training, explains the role of the field supervisor. The importance of the field supervisor cannot be underestimated, and for this reason, an entire volume has been devoted to the role of the CDA field supervisor. It is the field supervisor, more than anyone else, who insures that the elements of CDA training are effectively integrated, as well as individualized, and that the CDA intern acquires and demonstrates the CDA Competencies on the job, working with children.

Field supervisors have a unique opportunity to influence interns' professional growth and development. They work with the interns in settings where the interns are working with a group of children. Under the guidance of these experienced professionals, CDA interns are encouraged to try new ideas and test a variety of teaching strategies. With the help of field supervisors the interns can improve their skills and the children can benefit immediately.

There are a multitude of roles and responsibilities associated with the basic task of observing the CDA intern and providing feedback. The tasks which may be required of field supervisors range from modeling teaching techniques to facilitating staff-parent interactions. Decisions concerning the academic content of CDA interns' programs are determined, in large part, by the needs observed by field supervisors. By working with the CDA interns in the interns' own classrooms, field supervisors provide the psychological support and intellectual challenge to encourage

interns to grow and change through the acquisition of the CDA Competencies.

The complex role of CDA field supervisors is extensively outlined in this volume. To be effective, field supervisors must be as open to learning and growth as they expect CDA interns to be. I commend this volume in the hope that it may facilitate their professional growth, just as they will facilitate the professional growth of CDA interns.

Jenni W. Klein, Ed.D.
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Washington, D.C. 20013
September 1981

(For more information about the CDA program, please contact Dr. Klein at the above address.)

Acknowledgements

This document is dedicated to the thousands of individuals who have taken up the challenging, exciting--and also demanding--work that is CDA field supervision. The contents of this Guide are based on insights gained as a guest of CDA field supervisors as they conducted onsite field observations of interns, and on my own experiences as a CDA field supervisor and trainer of field supervisors. This Guide also includes the learnings shared by CDA program personnel who attended national and regional CDA workshops.

It would be impossible to name all of the individuals who have contributed to this document; however, I wish to cite a few who challenged my thinking and lent continued support and encouragement throughout all stages of the writing and production:

- Raymond C. Collins, Director, Development and Planning Division, Head Start Bureau, ACYF, who envisioned the series of Guides on CDA training, for providing overall guidance to the materials development task;

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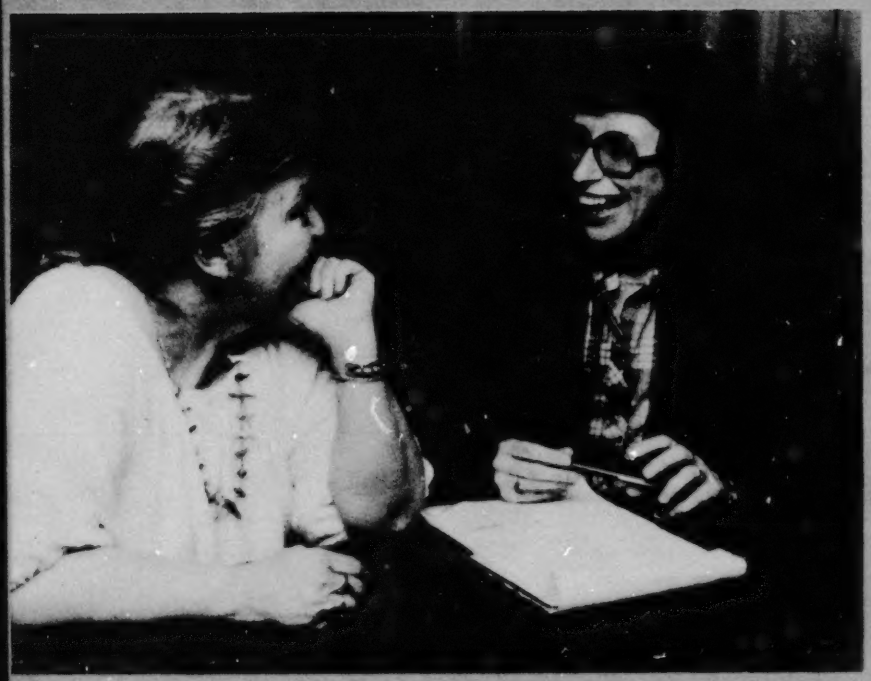

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Chapter One: Introduction and Background

Introduction

PURPOSES AND DESIGN OF THIS PUBLICATION

The Child Development Associate (CDA) Field Supervisor's Guide is one volume in a series on the Child Development Associate program. A Guide to CDA Training provides specific direction on designing, developing, and implementing a CDA training program consistent with Administration for Children, Youth, and Families policy. It describes the CDA Training Criteria and provides examples to show how provision for the Training Criteria can enhance program quality and also facilitate training program diversity.

A Guide to Curriculum Development contains a complete set of procedures and guidelines for curriculum development ranging from curriculum design through implementation strategies. It describes how the CDA Training Criteria are provided for in the training content, materials and resources, and training methodology.

This volume, A Guide to CDA Field Supervision, addresses CDA field supervisors and those who train CDA field supervisors. It makes the assumption that CDA field supervisors come to their jobs with knowledge and skills in early childhood education, and actual experience in teaching young children. The focus, then, is on presenting a system for field supervision that is based on CDA concepts and philosophy. Specific purposes are to provide:

- An overview of the CDA program
- A description of CDA training
- Detailed information on the roles and responsibilities of CDA field supervisors
- An overview of areas of knowledge required of CDA field supervisors

- A presentation of theoretical assumptions from psychological theory and educational theory concerning the adult learner, with implications and guidelines for CDA field supervision

- An explanation of the diverse skills required of the CDA field supervisor, with specific focus on conducting appraisals and on teaching responsibilities

- A description of the attitudes, or Personal Capacities, needed by the CDA field supervisor and the basic skills related to their development.

This Guide is divided into four chapters, with content proceeding from general information about the CDA program and a description of CDA training, to specific, detailed information concerning the knowledge, skills, and attitudes needed by the CDA field supervisor to implement quality CDA training. The forms explained in the Guide may be found in the appendixes.

DEFINITION OF TERMS

The terms used in this Guide have been defined to clarify the innovative nature of CDA training. Key terms that differentiate between CDA training terms and procedures and those of the CDA Credential Award System are listed below; a complete glossary can be found in Appendix A: Glossary of CDA Terms and Procedures.

Definitions of Key CDA Training and CDA Credential Award System Terms

CDA TRAINING	CDA CREDENTIAL AWARD SYSTEM
CDA intern The person (frequently called trainee) in CDA training whose goal is the acquisition of the CDA Competencies and CDA credential.	CDA candidate The person who has been officially registered as a candidate for the CDA credential by the organization responsible for the CDA Credential Award System.
Appraisal, initial appraisal, and ongoing appraisal The processes by which training programs and interns themselves make judgments about the competence demonstrated by a CDA intern during training.	Assessment The process by which the organization responsible for award of the CDA credential makes judgments about the competence demonstrated by a CDA candidate.

Field supervisor

The person (frequently called trainer) who teaches, advises, counsels, guides, instructs, and assists CDA interns in their field work during the training period.

LAT advisor

The person (formerly called LAT trainer) who observes and advises the CDA candidate during the assessment period for award of the CDA credential.

Overview of the CDA Program

GOAL OF THE CDA PROGRAM

The Child Development Associate program is a national effort to upgrade the quality of care for young children in Head Start, day care, and other child development settings by enhancing the competence of the staff who care for them. The focus is specifically on improving the skills of the person who has the primary responsibility for directing the daily activities of the children.

In 1971, the U.S. Department of Health, Education, and Welfare, Administration for Children, Youth, and Families (ACYF), then the Office of Child Development, initiated the CDA program. It features the training, assessing, and credentialing of child care staff. This category of credentialed, professional child care worker is called a Child Development Associate, or CDA. Award of the CDA credential is based on a person's ability to demonstrate competence in working with children in a child care setting.

COMPONENTS OF THE CDA PROGRAM

The CDA effort consists of three major components: CDA Competencies, CDA training, and CDA assessment and credentialing.

CDA Competencies

The CDA Competencies are operational definitions of the knowledge and skills that the person seeking to become a CDA must demonstrate to be awarded the CDA credential. A task force of early childhood educators worked with ACYF and developed the six CDA Competency Areas. The Competencies are the basis for CDA Training, as well as for assessment and credentialing. These Competencies state that the CDA should have knowledge and skills in:

1. Setting up and maintaining a safe and healthy learning environment.

2. Advancing physical and intellectual competence.

3. Building positive self-concept and individual strength.

4. Organizing and sustaining the positive functioning of children and adults in a group environment.

5. Bringing about optimal coordination of home and center child-rearing practices and expectations.

6. Carrying out supplementary responsibilities related to the children's programs.

Additional Competencies for Child Development Associates working in programs serving Spanish-speaking children are:

- Comprehending and communicating with children and adults in both Spanish and English

- Supporting children's ethnic identity and self-concept by making cultural experiences an integral part of the daily program and supplemental activities.

CDA Training

Training based on the CDA Competencies was first developed by 13 ACYF-funded pilot training projects and later incorporated into Head Start Supplementary Training programs for Head Start classroom staff.

CDA training differs markedly from the traditional approach to professional training that depends on the completion of a certain number of prescribed academic courses or the earning of a prescribed number of college credits. In contrast, CDA training focuses on helping participants gain the knowledge and skills necessary to demonstrate each of the six CDA Competencies./1/

Although academic content and credits are an important part of CDA competency-based training, a major portion of the training

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[1] Klein, Jenny W. "CDA--The Child Development Associate." Childhood Education, March 1973.

time is spent in supervised field experiences, where the integration of academic and field experiences is stressed. Further, training is individualized, with each person required to participate only in training for which there is an identified training need to acquire and demonstrate one or more of the CDA Competencies. That training might call for additional knowledge, skill development, or both.

Over 350 colleges and universities are now offering CDA competency-based training. In addition, a number of institutions of higher education are using the CDA Competencies in developing new early childhood education curriculums for training child care staff or incorporating content related to the Competencies into existing course offerings. The CDA Competencies are also being used by State and local agencies, private nursery schools, and Title XX day care programs as a basis for training a variety of child care personnel.

CDA Assessment and Credentialing

CDA training is provided through many types of training programs; however, the CDA credential is awarded only by the CDA National Credentialing Program. The CDA Consortium, a representative group of national organizations concerned with child development, early childhood education, child care, and teacher training, was established and funded by ACYF in 1972 to design the CDA assessment and credentialing system.

The procedure developed by the Consortium for assessing and credentialing CDA's is called the Credential Award System. It became operational in 1975, when the first CDA credentials were

awarded. The first bilingual/bicultural (Spanish-English) credentials were awarded in 1979. In 1981, the CDA National Credentialing Program was established and funded by ACYF./2/

FUTURE DIRECTIONS

The CDA program was designed to ultimately include a wide variety of child care staff. At the time of publication, plans were underway to extend the CDA Competencies, training methods, and the credentialing system to home visitors, family day care providers, infant and toddler caregivers, and providers of services to the handicapped. In the proposed system, the wording of some of the Competency Areas and Competency Standards and the names of some of the Functional Areas are slightly different. The reader should contact ACYF or the CDA National Credentialing Program for updated information.

DEMONSTRATED COMPETENCE

The concept of demonstrated competence is at the heart of CDA training and CDA assessment and credentialing. CDA interns, during training, and CDA candidates, during assessment for the CDA credential, demonstrate that they have the knowledge, skills, and attitudes required to serve in the role of primary caregiver for a group of young children in child development settings.

Decisions about training needs and strengths are based on what the person does while working with children. Judgments for awarding the credential are based on whether knowledge and skills are actually put into practice; that is, based on observations of the candidate working with children. Thus, the CDA requirement of "demonstrated competence" differs from requirements for the completion of courses or numbers of earned credits.

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[2]Bank Street College of Education is administering the contract for managing the CDA credentialing program: Executive Director, Dr. Robert C. Granger, CDA National Credentialing Program, 1341 G Street, N.W., Suite 802, Washington, D.C. 20005, (202) 638-6656, (800) 424-4310.

Nature of CDA Training

THE SIX CDA TRAINING CRITERIA

What is unique about CDA training can best be described through the six CDA Training Criteria/3/ developed by ACYF and first presented as guidelines for the original 13 pilot projects. The Training Criteria are as follows:

1. The training must be based on the CDA Competencies and should lead to their acquisition.

2. Valid credit should be provided for CDA training./4/

3. Fifty percent or more of the intern's total training time must be spent in supervised field work.

4. Academic and field work must be an integrated set of experiences.

5. Training must be individualized according to each intern's strengths and needs with respect to acquisition of the CDA Competencies.

6. Training must be flexibly scheduled so that length of training varies according to each intern's rate of acquisition of the CDA Competencies.

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[3]The CDA Program: The Child Development Associate, A Guide for Training. DHEW Publication No. (OHD) 75-1065, April 1973.

[4]Programs using Head Start Supplementary Training/Child Development Associate (HSST/CDA) funds are required to provide valid credit.

Each of these criteria includes several elements related to CDA training and assessment. These elements help maintain consistency between what a CDA intern learns during training and what is needed to demonstrate competence during CDA assessment and to perform effectively as a teacher of young children.

Training Based on the Competencies

Competency Structure. An understanding of the CDA competency structure is crucial for any training program based on the CDA Competencies. The six CDA Competency Areas are further delineated into 13 Functional Areas. (See figure 1.) The Functional Areas serve to direct the focus of observation within the Competency Areas during the assessment process and in making initial and ongoing appraisals during training. In addition, one or more Functional Area might form the basis for structuring a training module, organizing content in an academic course, or developing training and resource materials.

Functional Areas. There is a Competency Standard/5/ for each Functional Area, and the person seeking the CDA credential strives to meet each one. The activities by which a person can demonstrate competence according to the Competency Standards are called Indicators./6/ A diagram showing the relationship between the Indicators and the Competencies appears in figure 2.

Personal Capacities. Also relating to overall success in CDA training and assessment are the Personal Capacities that a CDA

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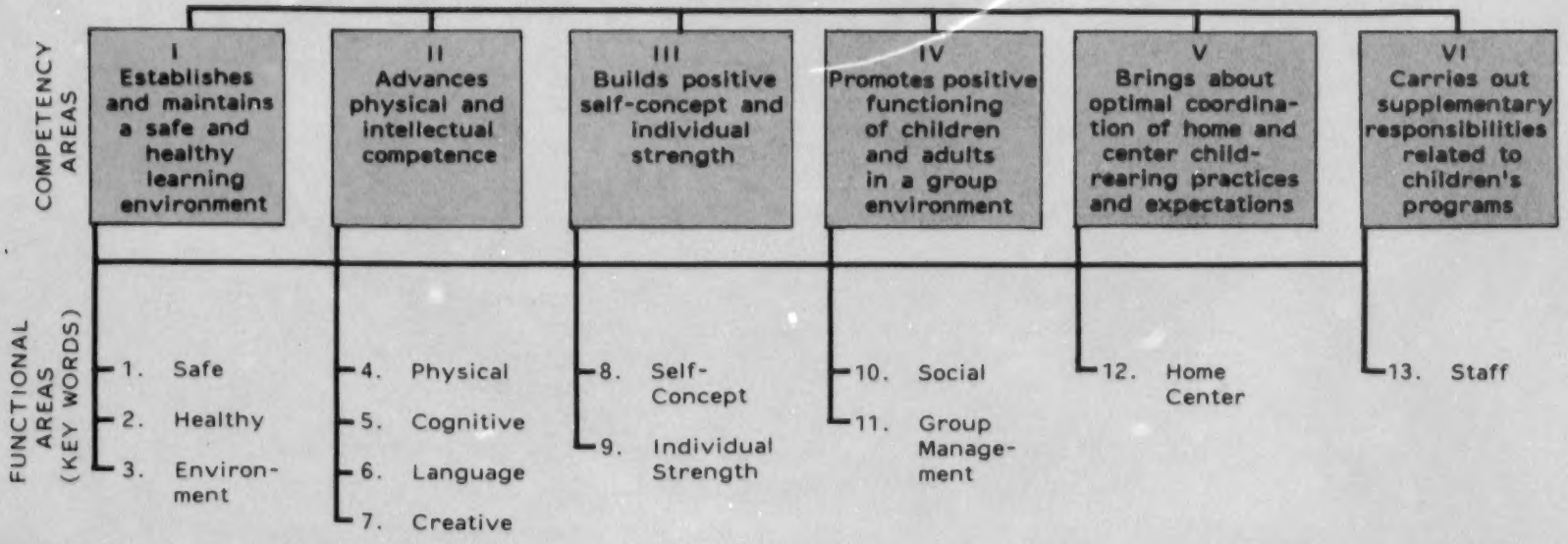
[5]See appendix A.

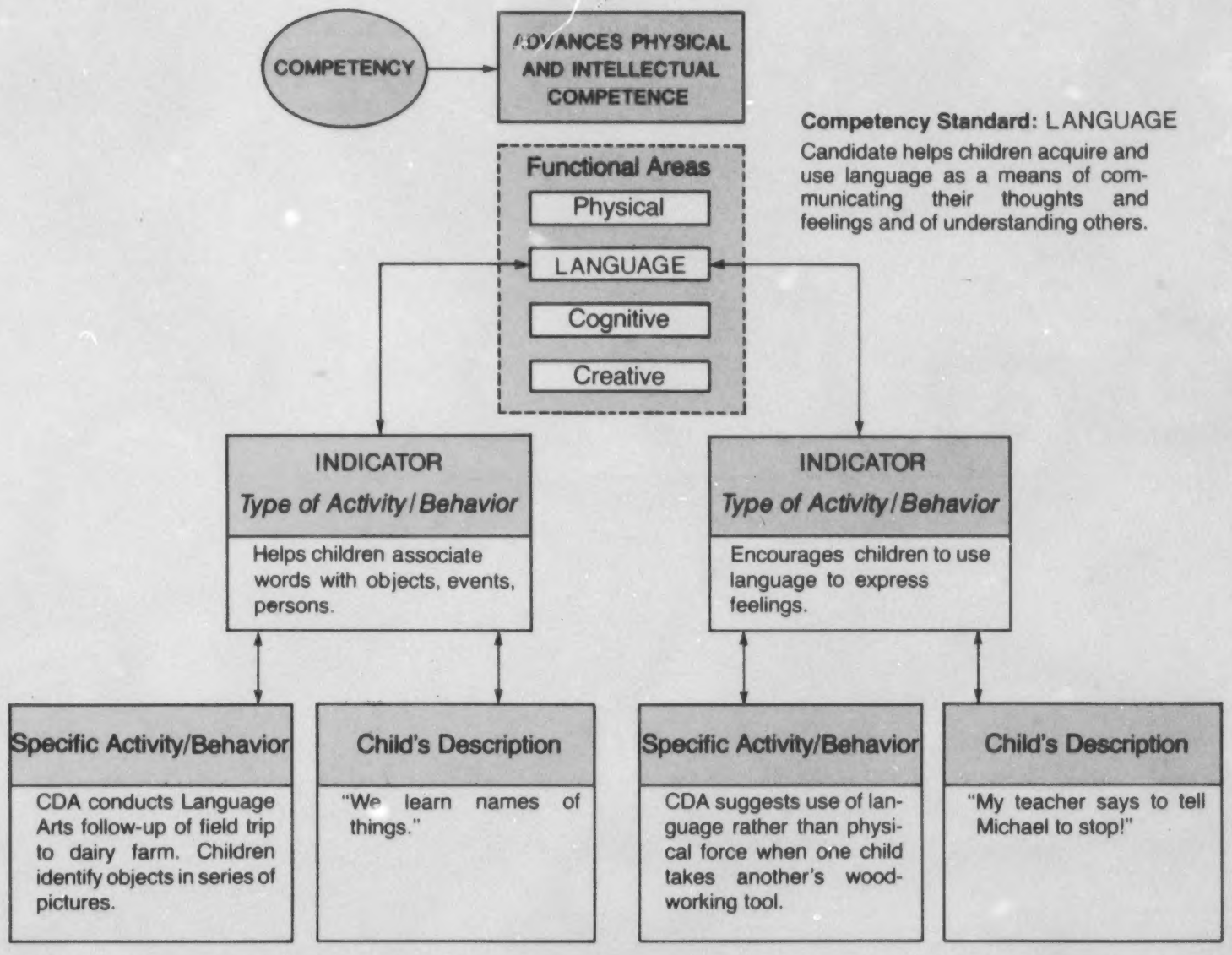
[6]Also referred to as organizers.

Figure 1.
Six Compentency Areas
and 13 Functional Areas



*Adapted from Toward an Assessment System, Efforts to January, Experimental Edition. Washington, D.C.: Child Development Associate Consortium, 1975.

Figure 2.
Competency Area Delineations


COMPETENCY
ADVANCES PHYSICAL AND INTELLECTUAL COMPETENCE
Competency Standard: LANGUAGE
Candidate helps children acquire and use language as a means of communicating their thoughts and feelings and of understanding others.
Functional Areas
Physical
LANGUAGE
Cognitive
Creative
INDICATOR
Type of Activity/Behavior
Helps children associate words with objects, events, persons.
INDICATOR
Type of Activity/Behavior
Encourages children to use language to express feelings.
Specific Activity/Behavior
CDA conducts Language Arts follow-up of field trip to dairy farm. Children identify objects in series of pictures.
Child's Description
"We learn names of things."
Specific Activity/Behavior
CDA suggests use of language rather than physical force when one child takes another's woodworking tool.
Child's Description
"My teacher says to tell Michael to stop!"

candidate must possess to receive the CDA credential./7/ These have been described as patterns of relating to children that are considered to be essential to the CDA's ability to demonstrate the CDA Competencies.

Valid Credit

Training that is funded by Head Start Supplementary Training must provide for valid credit. Valid credit is considered to be academic credit that is transferable and applicable toward a degree (e.g., B.A., A.A.). Since field experiences are an integral part of CDA training, credit should be awarded for field experiences and carry the same significance as that awarded for the academic experiences. Approaches for providing valid credit include awarding credit upon the completion of separate CDA modules that incorporate academic and field experiences, academic or field experience courses, or the entire training program; upon demonstration of competence in each Functional or Competency Area; or upon achievement of the CDA credential./8/

Supervised Field Work

Fifty percent or more of the intern's total training time should be spent in supervised field work. Supervised field experiences are those experiences that are aimed specifically at helping the intern acquire and demonstrate the CDA Competencies. The intern applies academic content and theory in the classroom setting as he or she takes the role of the teacher with primary responsibility for a specific group of children. Supervised field work requires observation and ongoing appraisals by the field supervisor, followed by feedback conferences with the intern to determine training progress and to identify further training needs.

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[7]See pp. 105-106 for a listing of the Personal Capacities.

[8]See Vincent, Nanette L., and Hamby, Trudy M. The CDA Program: A Guide to Curriculum Development (Washington, D.C.: 1981), for further information.

Integration of Academic and Field Experiences

Academic and field work should be a related set of experiences, rather than separate entities. Integration of academic and field work is the process of organizing training into a composite of experiences, both theory and practicum. This integrated set of experiences is based on the CDA Competencies. CDA training programs can provide for integration in a number of ways, for example:

- Through staffing patterns where the academic instructor and the field supervisor work as a team, or where the academic instructor is also the field supervisor
- By providing curriculum materials that stipulate the relationship between the academic component and field experience component
- By using training techniques, such as conferences between the field supervisor and the intern, where academic theory is related to the ongoing classroom activities, or where field experiences are systematically related to theory during "academic" sessions.

Individualization

In CDA training, individualization is the process of organizing training according to each intern's strengths and training needs with respect to acquiring the CDA Competencies. This type of individualization is frequently a "first" for interns, since most have not likely experienced it before. Of all the CDA Training Criteria, individualization produces the most positive results for the intern, the children, the center, and the trainers. It consists of gearing training to the level of expertise and learning style unique to each individual intern. Training is focused mainly on Competency and Functional Areas where there is an observed need.

Individual Training Plan. Each person in CDA training works from an individual training plan that is based on the intern's

progress toward acquiring the CDA Competencies. When an intern enters the training program, the field supervisor makes an onsite field observation of the intern working with children. Then, the intern and the field supervisor, working together, discuss the intern's strengths and training needs in each Functional Area. They then develop an individualized training plan that provides an implementation schedule for one (or more) Functional Area. Ongoing appraisals are made throughout the training program, and the training plans are updated according to the degree of progress that has been made.

Individual Learning Styles. Training should not only be individualized according to acquisition of the Competencies, but it should also be geared to the intern's own learning style. Some interns learn best by reading, others by listening to someone lecture. Some interns prefer to work on a one-to-one basis, others in small groups.

Individual Learning Rate. Individual learning rate is another avenue for individualizing the training. Ideally, interns progress through the training program at individual rates, based on their level of interest and effort and on the amount of time they can spend on the training.

Flexible Scheduling

The criterion of flexible scheduling is closely related to individualization. It calls for interns to proceed through the training program according to the individual's rate of Competency acquisition. In addition, the intern should exit from the training program when the Competencies have been acquired, whether it is in the middle or the end of the semester or quarter of the academic institution or the calendar year of the child development center. Interns should also be able to enter the training program at any time.

CDA training programs take a number of approaches to the flexible scheduling criterion. Some programs use modules that specify desired performances, and interns proceed according to their ability to demonstrate them. Other programs use individual

training plans as tools through which field supervisors and interns jointly determine exit from the training. Still other CDA programs, in which a grading and crediting system requires the completion of a quarter or semester, have established procedures for recording interns' academic grades and credits "out of sequence." Interns exit from the training when they have demonstrated competence, but award of grades and credits does not occur until the academic semester or quarter officially ends.

OTHER KEY FEATURES OF CDA TRAINING

Team relationships and flexible training approaches are other key features of CDA training.

Team Relationships

Team relationships characterize the CDA program. During training, interns become equal members of a training team as they work with their supervisors in conducting appraisals and designing their own learning experiences. During assessment, they have an equal voice and vote as members of the Local Assessment Team (LAT), in judging their demonstrated competence .

Training Team. The field supervisor shares with the intern all observations made of the intern at work in the classroom. Together, they can reach a consensus about the intern's training needs and set up and implement the individualized training plan.

The team relationship highlights the special role of the field supervisor, a role that is unique to CDA training. It carries with it responsibilities for building and maintaining the team relationship and mastering skills for involving the intern in planning and decisionmaking. These added responsibilities underscore the differences between CDA field supervision and more traditional field supervision.

Local Assessment Team. The CDA assessment is the phase of the CDA Credential Award System in whch the CDA candidate's competence in working with young children is determined. The assessment is conducted by a Local Assessment Team. The members of the LAT are:

- The CDA candidate
- The candidate's LAT advisor
- A parent-community representative
- A CDA representative.

Each member collects information (documentation) on the candidate's performance prior to the LAT meeting. Members bring this information to the LAT meeting, where they study, discuss, and evaluate the information in relation to the Competency Standards. They then vote and make a recommendation regarding award of the CDA credential.

Just as all information recorded by the field supervisor is shared with the intern during training, all information that is brought to the LAT meeting is reviewed by every member of the LAT. Thus, there is a consistency in the team relationship and team procedures between training and final assessment.

Flexible Training Approaches

Just as there is no one way that a CDA candidate must demonstrate competence, there is no one way that CDA Training Criteria must be met. Flexibility in training approaches is a key feature of CDA training. Ample opportunity occurs for creativity in developing and implementing training. For example, the structuring of academic experiences for interns and the use of trainers offer opportunities for a variety of strategies.

Structuring of Academic Experiences. A number of approaches are possible for structuring academic experiences. These include the manner in which interns are grouped, the timing and frequency of academic sessions, and the setting for the academic experiences. Some examples are:

- Interns can work independently with the aid of learning modules and other training materials

- Interns can be clustered in one center for regularly scheduled (or as-needed) workshops and seminars

- Interns can enroll in college courses on an individual or group basis.

In each of the above examples, the intern would ultimately interact with the field supervisor on a one-to-one basis, whether in conference or observation.

Use of Trainers. The number and type of trainers can also vary in CDA training. In some programs, the field supervisor is also the academic instructor; in others, the academic instructor and field supervisor work as a team. In still others, the education coordinator of the child care program serves as the permanent, onsite trainer and is also a member of the training team. In such programs the field supervisor and academic instructor work with the education coordinator and the intern on a regular basis.

The CDA Field Supervisor: A New Professional

HISTORICAL PERSPECTIVES

Just as the Child Development Associate is a new professional category in the early childhood field/9/, so is the CDA field supervisor new to the field of supervision and child care staff training. This new professional role evolved as a direct result of the CDA Training Criterion that 50 percent or more of the training should be spent in "supervised" field experience.

The experiences of CDA pilot project staff who first pioneered the implementation of CDA training supported the assumption originally made by ACYF that supervised field work would be "crucial" to the development of competence./10/ The crucial variable in the implementation of supervised field work was found to be the role of the field supervisor. In some projects, the positive functioning of the field supervisor has been considered critical to the overall success of the training program./11/

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[9]Klein, Jenny W. "Toward Competency in Child Care." Educational Leadership, October 1973.

[10] The CDA Program . . . A Guide for Training, 1973, p. 41.

[11]Jones, Leroy, Hamby, Trudy M., and Hardy, Sarah B. CDA Pilot Projects: Innovations in Training. Washington, D.C.: University Research Corporation, 1978.

In following ACYF recommendations/12/ that the field supervisor take the role of an instructor, advisor, and facilitator and use a team approach to training, pilot staffs began to spell out field supervisor roles and responsibilities in terms of knowledge, skills, and attitudes. Knowledge and background experience in early childhood education were considered essential qualifications for field supervisors; however, in some programs the skill of being able to work with the intern in a team relationship was considered even more important to the intern's success in demonstrating competence. An implication based on these results and the experiences of many ongoing training programs is that field supervisors need special skills to meet the demands of their complex roles.

The major task of the field supervisor is to help the intern increase competence in working with children. In the following charts that task is further delineated into field supervisor roles and responsibilities./13/

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[12] The CDA Program . . . A Guide for Training, 1973, p. 54.

[13] Based on an analysis of CDA pilot documentation reports, work accomplished by participants at a CDA National Workshop that focused on the theme, "Dimensions of Supervised Field Experiences" (Head Start Supplementary Training/Child Development Associate Program Workshop II, A Report of A National Conference, San Antonio, Texas, May 17-19, 1978, pp. 47-51), and conversations with Head Start Supplementary Training/CDA training personnel across the United States.

ROLES AND RESPONSIBILITIES OF THE CDA FIELD SUPERVISOR

ROLE:

Field Trainer .....

RESPONSIBILITIES:

1. To use a variety of approaches to facilitate the integration of academic and field experiences; for example, direct teaching, training portfolio development; and resource materials.
2. To observe and record the intern at work in the classroom and hold feedback conferences to analyze the observation and recordings with the intern.
3. To individualize the training in terms of the intern's demonstrated competence, learning style, learning rate, and type of field setting.
4. To make audiotapes and video tapes of the intern and analyze these tapes with the intern in followup conferences.
5. To read, react to, and share feedback of intern's writeups of field assignments.
6. To observe and give feedback to the intern concerning parent-teacher conferences.
7. To demonstrate teaching techniques in the intern's classroom and hold followup conferences with the intern about the teaching demonstration.
8. To conduct onsite seminars or workshops.
9. To arrange exchange placements and observations for the intern in other child development centers.
10. To encourage and facilitate the intern's self-appraisal of demonstrated competence.

ROLE:
Training Team Member
With the Intern .....

RESPONSIBILITIES:

1. To specify and clarify, with the intern, the individual roles and responsibilities as members of the training team.
2. To maintain the team role rather than the "authoritarian" role.
3. To build trust and maintain trust.
4. To maintain confidentiality.
5. To facilitate open communication and professional growth.
6. To foster growth toward self-confidence and positive self-concept.
7. To work with the intern in formulating the individual training plan.
8. To facilitate communication between all members of the training team in cases where there is a separate academic instructor or where a member of the agency; for example, the education coordinator, is also a member of the team.
9. To have a clear understanding with the program administrators, the agency, other trainers, and the intern regarding responsibility for decisionmaking on training (assessment out of training modules, etc.) and the limits and ramifications of decisions that are, or can be, made.

ROLE:

Role Model for the Intern .....

RESPONSIBILITIES:

1. To explain the purposes and use of the modeling technique to the intern.
2. To model the teacher's role in the teacher-intern relationship.
3. To model the use of human relations skills.
4. To clarify and communicate one's personal value system in terms of the skills being modeled.

ROLE:

Evaluator of the Intern's Demonstrated Competence .....

RESPONSIBILITIES:

1. To provide initial and ongoing appraisal in terms of the CDA competency structure: Functional Areas, Personal Capacities, and Competency Standards.

2. To provide the intern with objective evidence of demonstrated competence by recording field observations as objectively and accurately as humanly possible.

3. To design the individualized training plan in terms of demonstrated competence.

4. To be continually aware of the anxiety-arousing potential of evaluation and the threat involved for oneself and for the intern.

ROLE:

Academic Instructor .....

RESPONSIBILITIES:

1. To relate the academic and field experiences in an indepth manner.
2. To understand and communicate academic content related to each Functional and Competency Area.
3. To make available to the intern the Competency Standards for each Functional Area and explain how these relate to portfolio development.
4. To coordinate and communicate with the instructor in cases where the field supervisor is not the academic instructor.
5. To keep abreast of professional literature, early childhood research, and theory.

ROLE:
Resource Person .....

RESPONSIBILITIES:

1. To provide a variety of resource materials to meet individual levels of demonstrated competence and communication skills.
2. To identify and recommend other resource persons.

ROLE:
Recordkeeper .....

RESPONSIBILITIES:

1. To set up and maintain recordkeeping systems that include information about the agency, the institution, and the intern.
2. To provide ongoing documentation of the intern's demonstrated competence.
3. To provide the intern with copies of applicable records.

ROLE:

Field Supervisor-Intern
Conference Facilitator .....

RESPONSIBILITIES:

1. To plan and carry out effective conferences closely following onsite observations.
2. To help the intern clarify goals and achievements.
3. To help the intern diagnose problems and arrive at workable solutions to problems as needed.
4. To suggest alternative ways of teaching.
5. To listen and respond with empathy, sincerity, trust, and concreteness.
6. To allow the intern the freedom to be himself or herself.
7. To identify and share with the intern one's personal philosophy about how adults and children learn and grow and to occasionally check perceptions with the intern concerning congruity between personal philosophy and actions.
8. To provide constructive feedback to the intern and assist the intern in doing the same.
9. To pose questions in a nonthreatening manner.

ROLE:

Early Childhood Professional .....

RESPONSIBILITIES:

1. To introduce the intern to the early childhood profession through the literature, organizations, and resources.

2. To function as a professional in establishing and maintaining relationships with the center directors, lead teachers, and other staff at the child development center and institution.

3. To introduce other early childhood and child development professionals to the CDA concept and philosophy.

ROLE:

Training Advocate and Facilitator

RESPONSIBILITIES:

1. To assist the training institution and agency in understanding and meeting the CDA Training Criteria.
2. To explore all avenues with the institution about tuition, credit, and training in order to greater individualize the training.
3. To help identify financial and training resources.
4. To establish and maintain a communication system within and between the agency and institution(s).
5. To establish a system for the sharing of information.
6. To set up a system for protecting children from duplicative efforts.

ROLE:

LAT Advisor
(if chosen by intern) .....

RESPONSIBILITIES:

1. To facilitate the intern's progress through final assessment.
2. To clarify and explain steps in the Credential Award System to interns.
3. To document the intern's growth over time.
4. To learn and use the skill of consensus-seeking.
5. To provide emotional support to the intern.

ROLE:

Counselor .....

RESPONSIBILITIES:

1. To learn and use counseling skills.
2. To help those interns who clearly are negative about working with children move into other, more suitable fields.

IMPLICATIONS OF ROLES AND RESPONSIBILITIES

The diversity and complexity of field supervisor roles and responsibilities provide a perspective on the potential impact of the field supervisor on: (1) the success of the individual intern in acquiring the CDA Competencies; (2) the overall success of the training program; and (3) meeting the ultimate goal of the CDA program, that of having a positive impact on the quality of life for children.

The numerous roles and their responsibilities also carry implications concerning the type and extent of knowledge, experience, skills, and attitudes necessary for effective field supervision. Extensive experience in teaching young children is essential to fulfilling the complex roles of a field supervisor. Areas of expertise in the knowledge base should include, at a minimum:

- The CDA Competencies, the CDA Training Criteria, and the CDA Credential Award System
- Theory and principles of early childhood education and child development, self-concept development, and adult learning.

Required skills include observation and recording, conducting initial and ongoing appraisals, conducting conferences, using and modeling interpersonal skills, modeling effective teaching techniques, facilitating the integration of academic and field experiences, and using and identifying a number of training resources, including audiovisual materials.

Positive attitudes are as significant and essential to the complex field supervisory roles and responsibilities as the Personal Capacities are to the demonstration of competence by interns. In terms of the field supervisor-intern relationship, these attitudes include: readiness to build the team relationship; sensitivity to the intern's feelings; perceptiveness of individuality; willingness to respond with humor, flexibility, and spontaneity; and commitment to maximizing the intern's strengths and potential.

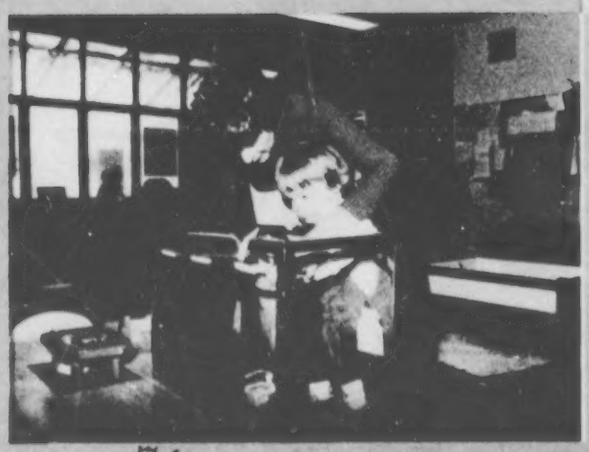
Chapter Summary

This chapter provided an overview of the CDA program and its components: CDA Competencies, CDA training, and CDA assessment and credentialing. The CDA Competencies are basic to both the training and the assessment and credentialing process.

In this innovative program, demonstrated competence is a key feature. Six CDA Competencies are stipulated and are further delineated into 13 Functional Areas. Each Functional Area has a Competency Standard, or definition. Indicators; that is, subcategories of skills for each Functional Area, serve to focus the attention of the training and assessment teams on competence. Interns, during training, and candidates, during assessment, are observed while working with children in child development settings. Decisions concerning competence are based on this observation and accompanying observation data.

CDA training is characterized by implementation of the following CDA Training Criteria: training based on the Competencies, valid credit, integration of academic and field work, individualization of instruction, provision of field experiences, and flexible scheduling. Training programs have great leeway and flexibility in their approaches to implementing these criteria; however, the concept of demonstrated competence is essential.

Adding clarity and specificity to a description or definition of the CDA field supervisor has been an ongoing process. A consideration of the complex roles and responsibilities that have evolved provides a basis for determining requirements for effective field supervision. The type and extent of essential knowledge, skills, and attitudes are discussed separately in the following chapters.



Chapter Two: CDA Field Supervisor Knowledge Base

Introduction

This chapter discusses three broad areas of academic content--the CDA program components, early childhood and child development theories and principles, and self-concept theory--specifically in relation to the roles and responsibilities of the CDA field supervisor. It presents theoretical formulations concerning the adult learner that are consistent with assumptions about human development stemming from "humanistic" psychology and provides accompanying implications for the field supervisor.

Academic Content

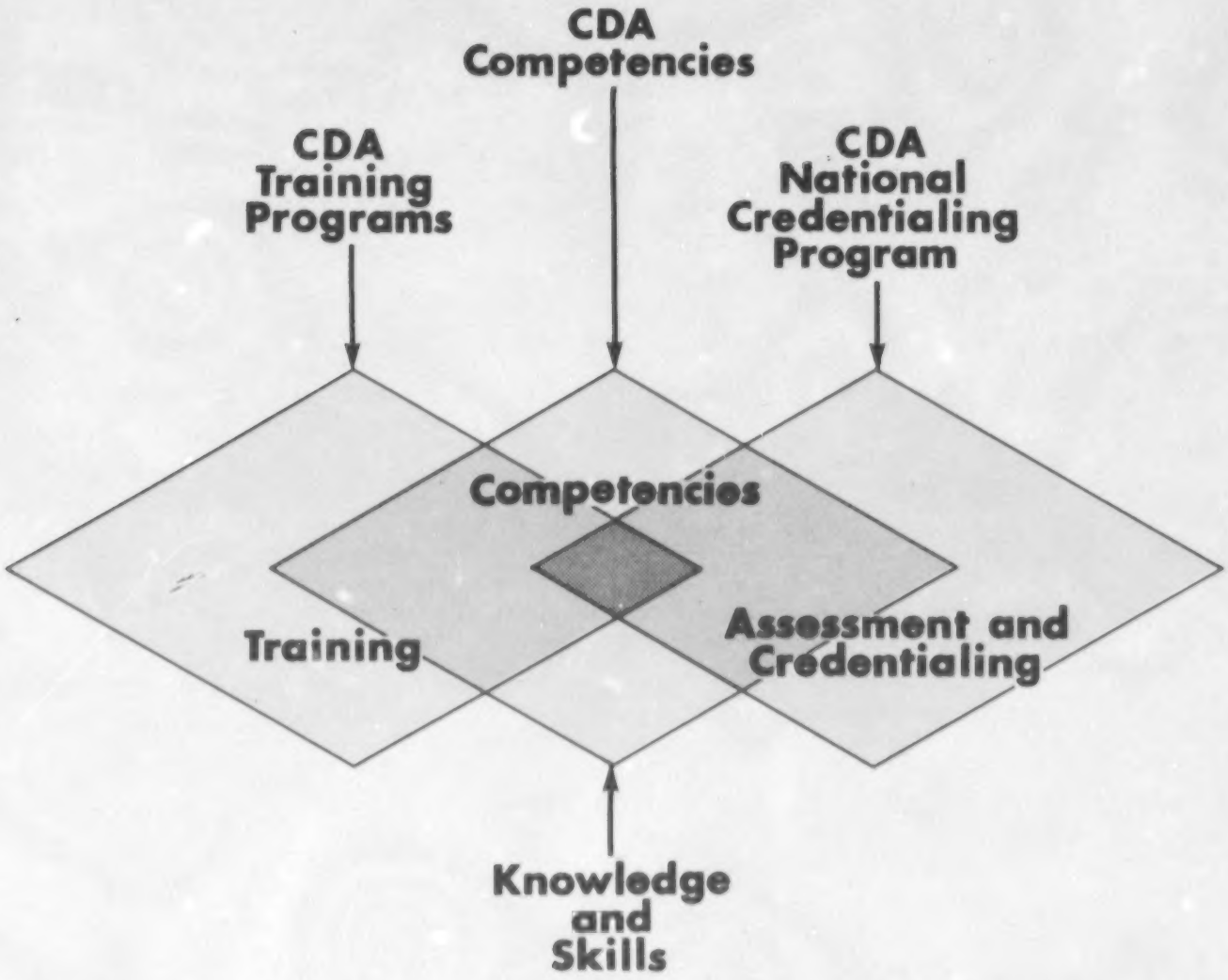
THE CDA PROGRAM COMPONENTS

CDA field supervisors need to be well versed in knowledge about each component of the CDA program: CDA Competencies, CDA training, and CDA assessment and credentialing. These components were discussed in Chapter One. (See also appendix A.)

It is important that field supervisors be well versed in each component, and also understand how these three components are related. Figure 3 shows this interrelationship. The Competencies are the basis for CDA training as well as the basis for assessment and award of the CDA credential. CDA training and CDA assessment are performance-based, and the emphasis is on a team relationship that requires documentation and consensus-seeking.

Each staff member of the CDA training program should be knowledgeable about the three components and their interrelationship. The CDA field supervisor, however, carries major responsibility in this regard because of the multiplicity of roles associated with field supervision.

Figure 3.
Interrelatedness of Major
Components of the CDA Program



*Adapted from a graphic slide in the slide/tape production, The Child Development Associate Program, University Research Corporation, 1978.

In the role of training advocate, the field supervisor must be able to assist the training institution in understanding the CDA program, generally, and in meeting the CDA Training Criteria, specifically.

As a field trainer, the field supervisor carries responsibility for the individualization of training with respect to acquisition of the CDA Competencies and also for the integration of academic and field experiences.

In the role of evaluator of demonstrated competence, the field supervisor is responsible for conducting appraisals in a manner consistent with the total CDA concept and philosophy. These procedures require a full working knowledge of the Competency Standards for each Functional Area and the relationship between the Competency Standards and the Indicators and the intern's performance in the child development center. (Chapter Three describes this relationship. See also figure 2 on p. 14.) In addition, the individualized training plan is stated in terms of demonstrated competence. Therefore, the field supervisor needs a perspective not only on the Indicators for each Functional Area but also on how these might be cross-referenced.

The field supervisor as evaluator also provides stability and a sense of direction and continuity for the interns and others within the agencies and training institutions. The idea of demonstrating competence while working with children can be threatening to the intern. Evaluation has the potential for arousing anxiety. The field supervisor must be aware of and tune in to this anxiety in order to keep the focus on the training; that is, on the intern's becoming competent, rather than on "getting through the assessment" and on the interrelationship of all three components of the CDA program, rather than on only one.

EARLY CHILDHOOD EDUCATION AND CHILD DEVELOPMENT THEORIES

At present, there are three basic staffing patterns for the delivery of academic content and experiences in CDA training programs. In pattern one, an academic instructor provides the academic experiences, and the field supervisor provides supervision of the field experiences. In pattern two, the field supervisor is

also the academic instructor, providing both sets of experiences. And in pattern three, there are three training team members: the academic instructor, providing the academic experiences, and two field supervisors--one from the training institution and the other from the child care agency; for example, the Head Start education coordinator--providing the field experiences.

The level of responsibility in the role of academic instructor varies for the field supervisor according to staffing pattern. However, field supervisors must be knowledgeable about early childhood and child development academic content as well as have experience in teaching young children.

As an important role model, knowledge about teaching young children is critical to successful modeling in the intern's classroom or demonstration of teaching techniques in workshops and seminars.

Knowledge about early childhood education academic content is necessary for the role of early childhood professional and the accompanying responsibility for introducing the intern to the early childhood profession.

In the role of field trainer, the field supervisor has the major responsibility for the integration of academic and field experiences.

And in the role of evaluator of demonstrated competence, the field supervisor must provide initial and ongoing appraisals in terms of the CDA competency structure--the Competencies, Functional Areas, and Indicators--and design the individualized training plan accordingly.

The Competencies and Functional Areas embody both knowledge and skills. The field supervisor must, therefore, have a working knowledge of early childhood education and child development theories. To be knowledgeable about early childhood and child development academic theories and principles is, however, only the first step. The lesson learned from experiences with CDA competency-based training is that an additional step is required

in CDA training; namely, that early childhood and child development content be examined and related to the CDA competency structure--the Competencies, Functional Areas, Competency Standards, and Indicators. Included in such an analysis should be the following traditional early childhood academic content areas:

- Child growth and development
- The exceptional child
- Methods and materials in early childhood
- Parent-teacher relationships
- Methods courses in teaching preschool children the language arts, mathematics, social studies, science, health and safety, and the creative arts.

Various approaches to the analysis are possible. One is to begin with the traditional content areas cited above and relate each to the CDA competency structure. Another is to generate the academic content by beginning with a list of Indicators for each Functional Area./1/ A combination of these approaches is also a possibility./2/ If training programs have not already taken such a step and included it in their initial orientation or ongoing training of field supervisors, individual field supervisors and academic instructors will have to devise their own approach.

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[1]An example using a list of Indicators for the Functional Area "Cognitive" may be found in Vincent and Hamby, The CDA Program: A Guide to Curriculum Development.

[2]At a December 1978 CDA National Workshop on the Integration of Academic and Field Experiences, the keynote speaker, Dr. Shirley Moore, suggested that one could begin with a field experience and decide what academic content was related to it or begin with the academic content and then determine what Competency Areas it covered.

SELF-CONCEPT THEORY

The experience of successful completion of CDA training and CDA assessment and credentialing results in positive outcomes for the majority of interns. These positive effects have been documented by CDA trainers across the country. Cited over and over again, in addition to knowledge, skills, and competence, have been outcomes such as:

- Growth toward positive self-concept
- Increased self-awareness
- Increase in pride
- Increase in personal autonomy
- Enhanced feelings of self-worth.

CDA's speak about how important it was to discover that they "know that they know what they know" and also to have the self-confidence to talk about their strengths and speak unabashedly about their needs.

There is also documentation about interns who lacked confidence and who did not complete the training and the CDA assessment. A recommendation from CDA pilot project staff to combat the problems arising out of the intern's lack of self-confidence was to give priority toward strengthening the intern-field supervisor relationship. Staff based this recommendation on the assumption that a field supervisor well versed in self-concept theory could help the intern grow in self-confidence and commitment by communicating acceptance and building the necessary trust.

With only a cursory look at the roles delineated for the field supervisor on pp. 23-32, one can find many areas of responsibility that require the field supervisor to have knowledge about the relationship between the intern's self-concept and the successful acquisition of the Competencies. Research in the area of self-concept supports the notion that self-concept plays a major role

in learning, a role often more critical than IQ or difficulty of material to be learned./3/

The premise that the more self-accepting we are the more we can accept others emphasizes the need for the field supervisor not only to have knowledge about self-concept theory, but also to have skills in its application. The fact that one of the CDA Competency Areas focuses on the intern's ability to foster positive self-concepts among the children carries additional implications. Field supervisors should not only have a working knowledge of self-concept development, but also be aware of possible influences of their own self-concepts on those of their interns. Interns, too, should become aware of the long-range impact of their own self-concepts on those of children with whom they work on a daily basis.

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[3]Purkey, William W. Self-Concept and School Achievement. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1970, p. 33.

CDA Interns As Adult Learners

CDA interns are adults 16 years of age and older. Even though there are certain "generic" principles about teaching that can be applied to teaching any age group,/4/ the teaching and learning needs of adults differ markedly from those of young children. Background knowledge and experience in teaching young children, although crucial for the field supervisor in helping interns effectively teach children, cannot be applied in wholesale fashion to teaching adults. Teaching methods need to be geared to the needs of adult learners at various stages of physical, social, intellectual, and emotional maturity./5/

In the initial thinking and planning for CDA training, the characteristics and needs of adult learners were taken into account by setting down three major assumptions:

1. Education of adults should provide for individual differences in experience and learning needs.

2. Supervised field experiences are valid and important avenues to learning and provide opportunities for making direct application of knowledge.

3. Length of time in training should relate to individual needs in acquiring and demonstrating competence./6/ .

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[4]Katz, Lilian G. Talks with Teachers. Washington, D.C.: National Association for the Education of Young Children, 1977.

[5]The art and science of helping adults learn is called "andragogy."

[6]Klein, Jenny W., and Weathersby, R. "Child Development Associates: New Professionals, New Training Strategies." Children Today, September-October 1973.

These assumptions were then used for drawing up the CDA Training Criteria as a basis for meeting the needs of adult learners. CDA field supervisors need background information about theories of adult learning that are consistent with CDA concepts and philosophy and also need to know how to apply the information in their work with CDA interns.

Psychological theory that lends itself to educational theory concerning the adult learner and that is also consistent with CDA concepts and philosophy is that formulated by "humanistic" psychologists./7/ The following pages summarize those theoretical assumptions from both disciplines that seem most consistent and relevant, and present implications that relate to the roles and responsibilities of the CDA field supervisor.

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[7]Many field supervisors are already familiar with, and have applied, the theory of Abraham Maslow to their CDA training. Other humanistic psychologists, also called "Third Force," gestalt, perceptual, or phenomenological psychologists, are Gordon Allport, Carl Rogers, Arthur Combs, and Donald Snygg.

SELF-ACTUALIZATION AND HUMAN CHARACTERISTICS

THEORY/ASSUMPTIONS	IMPLICATIONS FOR FIELD SUPERVISOR
I. Human beings are born with an instinct toward self-actualization of their unique capacities and potentialities. They strive to discover their own selves and also their relationship to the world around them.*	• The CDA goal of competence for child care workers is consistent with conceptualizations about human nature. Being competent is a part of being fully functioning; a state of "becoming" that humans strive for.
II. A self-actualized person is psychologically healthy, one who has feelings of competency, adequacy, and self-trust and who also thinks well of others.	

*Maslow, Abraham H. Motivation and Personality. New York: Harper and Brothers, 1954.

SELF-ACTUALIZATION AND HUMAN CHARACTERISTICS

THEORY/ASSUMPTIONS

III.
Adult learners are "inner-directed."* They see themselves as self-responsible, autonomous, and self-directing.**

IMPLICATIONS FOR FIELD SUPERVISORS

- Characteristics of the adult learner, such as self-responsibility and autonomy, should be taken into account by CDA field supervisors in establishing the team relationship with individual interns by involving them in planning and appraising their own learning.
- The CDA Training Criteria of individualization and flexible scheduling are consistent with the humanistic view of human nature.
- CDA interns can be trusted to move at their own rate. They will want to move on when they are competent in one Competency or Functional Area because they will be actualizing their unique potentialities.
- When the intern is not behaving in a free, active, responsible, creative, and autonomous manner, the CDA field supervisor needs to keep in mind that the potential is there. It is important for the field supervisor to reflect this positive note and at the same time strive to ameliorate the condition.

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*Knowles, Malcolm S. The Modern Practice of Adult Education, Andragogy versus Pedagogy. New York: Association Press, 1970.

**Kidd, J.R. How Adults Learn. New York: Association Press, 1976.

SELF-ACTUALIZATION AND HUMAN CHARACTERISTICS

THEORY/ASSUMPTIONS	IMPLICATIONS FOR FIELD SUPERVISORS
IV. Although adults are influenced by their environment, the actual impact will depend on their tendency to behave in ways that are consistent with their self-concepts and ability to be self-aware.	• Since the potential influence of the CDA field supervisor depends on the intern's self-perceptions, self-concept, or self-awareness, it is important for the CDA field supervisor to gain a perspective on those individual and unique self-dimensions.
V. The basic ability to learn remains throughout the life-span.*	• Those interns who are in middle or later age ranges have the capacity to learn; however, rate of learning may be slower in cases where the intern has not been in training for some time and is "out of practice." Individualization of training according to learning rate, as well as learning style, is especially important when working with adult learners.

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*Ingalls, John D. A Trainer's Guide to Andragogy, rev. ed. Waltham, Mass.: Data Education, Inc., 1972.

MOTIVATIONAL NEEDS

THEORY/ASSUMPTIONS	IMPLICATIONS FOR FIELD SUPERVISORS
I. A number of factors influence the motivation of adult learners. These include their immediate, problem-centered time perspective;* and the changing roles and responsibilities associated with adult phases of growth (early adulthood, middie age, or later maturity).**	• The intern's motivation is more likely to be maintained at a high level when the CDA field supervisor relates academic content, theory, and learning experiences to actual and immediate problems and situations at the intern's worksite. • When setting up the individualized training plan, other demands on the intern's time and energy should be taken into account.

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*Ingalls, John D. A Trainer's Guide to Andragogy, rev. ed. Waltham, Mass.: Data Education, Inc., 1972.

**See appendix B, "Adult Phases of Growth and Developmental Tasks for Each Phase."

MOTIVATIONAL NEEDS

THEORY/ASSUMPTIONS	IMPLICATIONS FOR FIELD SUPERVISORS
II. Although humans are born with an instinct for self-actualization--for developing their own unique capabilities and capacities--this need (considered the "highest" need) may not be operating because other, unmet needs, such as safety, love, and esteem (lower needs), may be motivating their behavior. These other needs must be fulfilled, if only partially, before the need for self-actualization can motivate behavior.*	• Individualization of training is an avenue for helping the intern fulfill unmet needs. Safety needs can be met through systematic planning and scheduling. Esteem needs can be met by providing ways for the intern to receive recognition for accomplishments. • A need for esteem from others on the part of interns may make it more difficult for the CDA field supervisors to establish the team relationship, since the interns might view the field supervisors as "authority" figures. • CDA field supervisors need to be in touch with their own unmet needs. For example, field supervisors with unmet needs may tend to keep interns in "dependency" roles.

*Maslow, Motivation and Personality, 1954. (See "Hierarchy of Human Needs," appendix B.)

INFLUENCE OF BACKGROUND EXPERIENCES

THEORY/ASSUMPTIONS

I.
An individual's background of experiences is made up of the individual's perceptions of these experiences, rather than the actual experiences. The adult learner's perceptions have become patterned and organized into ideas, attitudes, beliefs, feelings, and values. These past perceptions are quickly brought to mind and are used to interpret new experiences. Whether past perceptions are conscious or unconscious, they direct and influence the way the individual will react, behave, think, feel, or perceive future events.*

IMPLICATIONS FOR FIELD SUPERVISORS

- Each intern will view the field supervisor and CDA training procedures from the vantage point of his or her own unique perceptions of past experiences.

- The CDA field supervisor should always take into account that as an adult learner the intern has a broad foundation of past experiences, and learning will be facilitated if new concepts can be related to that base.

- Since CDA training includes procedures that have likely not been experienced by many adult interns (such as the team relationship, integration of academic and field experiences, and self-appraisals), interns might approach the training with a perceptual set based on their previous experiences. In those cases, they might reject the team concept, wanting instead for the field supervisor to act as the authority figure or wanting to avoid the necessary self-appraisals. Field supervisors will then need to build in experiences to help interns learn to take responsibility for their own learning through self-directed inquiry; to analyze their own work; and to learn collaboratively with the help of others, rather than competing with them.

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*Combs, Arthur W., and Snygg, Donald. Individual Behavior, 2d ed. New York: Harper and Row, 1959; Gale, Raymond F. Developmental Behavior, A Humanistic Approach. London: Macmillan Co., Collier-Macmillan Ltd., 1969.

THE ADULT'S SELF-CONCEPT

THEORY/ASSUMPTIONS

I.
Also based on perceptions of past experiences is an individual's self-concept. It is made up of those patterns of perceptions--those ideas, beliefs, feelings, values, and attitudes--that the individual is consciously aware of about himself or herself.*

II.
The self-concept is the "product" of an individual's experiences and also the producer of new experiences. It determines both the quality and quantity of experiences the adult learner will engage in and, therefore, either expands or limits the richness and variety of new perceptions.**

IMPLICATIONS FOR FIELD SUPERVISORS

- CDA field supervisors should be alert to the relationship between self-concept and behavior. Perceptions are the basis for concept formation and thinking. A limited perceptual field limits choices for intelligent behavior. Since the self-concept determines the type of experiences the individual will engage in, one avenue for change when working with adults is through the self-concept.

- Resistance to change in self-concept requires patience, sensitivity, and willingness to persevere on the part of field supervisors. An intern who thinks that he or she is a "poor reader" might live up to that self-concept by either: (a) reading poorly; that is, missing the point of assigned reading materials, or (b) not reading the materials the field supervisor has assigned. In order to change his or her self-concept, the intern will need to experience success in reading. The challenge for the field supervisor will be to determine the reading level at which the intern can be successful, find written materials for that level, and assign readings that are related to actual and immediate problems at the intern's job site. For some interns, a course in reading may be necessary, accompanied by assigned readings in relevant early childhood content areas. Experiencing success at reading is likely to change the intern's self-concept to "I can read," lead to further reading, and result in an enriched perceptual field gained through reading. Even more challenging to a field supervisor is a situation in which an intern thinks, "I am a failure when I try new things," and avoids important avenues for enriching the perceptual field, such as providing new activities for children, being video taped, doing self-appraisals, or speaking to a group of parents.

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*Perkins, H.V. Human Development and Learning, 2d ed. Belmont, California: Wadsworth Publishing Company, Inc., 1974, p. 232.

**Gale, R.F. Developmental Behavior: A Humanistic Approach, London: Macmillan Co., 1969, p. 402.

THE ADULT'S SELF-CONCEPT

THEORY/ASSUMPTIONS

III.
The adult works to maintain and enhance his or her self-concept. Once established, whether negative or positive, the self-concept is highly resistant to change.

IMPLICATIONS FOR FIELD SUPERVISORS

- Strategies by interns to maintain and enhance their self-concepts may become evident during the design and implementation of the individualized training plan. There will be no problems when the field supervisor's suggestions for training experiences are perceived as consistent with the intern's self-concept. These experiences will likely be accepted, tried, assimilated, and organized into the intern's perceptual field. If, however, the supervisor's suggestions for training experiences do not seem relevant, they will probably be ignored; even if agreed upon, they may not be implemented. Those that are inconsistent with the self-concept might be distorted or rejected. Awareness on the part of the field supervisor of the underlying cause for the intern's use of the strategies might not prevent their occurrence, but should help ease personal frustration and possibly pave the way for a resolution.

THE ADULT'S SELF-CONCEPT

THEORY/ASSUMPTIONS

IV.
An adult's self-concept might include appraisals that significant others (parents, caretakers, teachers) made of him or her in childhood.* These internalized, "looking glass" reflections may or may not be valid.

IMPLICATIONS FOR FIELD SUPERVISORS

- The CDA field supervisor must be alert to the power of significant others in self-concept development.
- An opportune time to help interns look at the role of significant others in their own self-concept development is when the training focuses on the Functional Area, Self-Concept. An appropriate assignment could be for interns to explore possible "looking glass" reflections they are carrying.

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*Mead, George H., Mind, Self, and Society, Chicago: University of Chicago Press, 1934; Cooley, Charles H., Human Nature and the Social Order, New York: The Free Press, 1956; Yamamoto, Kaoru (ed.), The Child and His Image, Self-Concept in the Early Years, New York: Houghton Mifflin, 1972, p. 25.

THE ADULT'S SELF-CONCEPT

THEORY/ASSUMPTIONS

V.
The social influence on self-concept can continue through adulthood. Significant others either nonverbally or verbally communicate their belief that another person is capable of doing something; e.g., getting good grades. The other person comes to believe this and confirms the expectation made by the significant other by getting good grades.*

IMPLICATIONS FOR FIELD SUPERVISORS

- The possibility for CDA field supervisors to become significant others and have a positive impact on interns' self-concepts is facilitated by the one-to-one training approach and the team relationship.
- It may be possible for CDA field supervisors to help an intern by believing in the intern's capabilities, communicating that belief, documenting the intern's successful actions, and sharing these recordings. The intern, then, will respond with attempts to live up to the field supervisor's positive expectation and experience success personally.

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*As the individual matures, the list of significant others expands to include peers, school principals, relatives, and others who are personally important to the individual.

THEORY/ASSUMPTIONS	IMPLICATIONS FOR FIELD SUPERVISORS
VI. In the healthy self, stability and change are in balance. Most perceptions are available to consciousness and are consistent with one another. In the poorly integrated self, there are conflicting perceptions. As a result, stability and change are not in balance. The individual might be very rigid and unchanging, or constantly in a state of flux and change. Most adults fall somewhere in between these two extremes, with the level of "balance" dependent on the particular situation or event.	• Stability and change are characteristics that facilitate an intern's progress through CDA training and the assessment process. The team relationship between field supervisor and intern is one avenue for helping those interns who are at either end of the stability-change continuum. • The skill of providing constructive feedback is an effective first step for the field supervisor to use in attempting a positive change in the intern's self-concept. (See Chapter Four.)

Chapter Summary

This chapter presented an overview of the broad areas of knowledge important for the success of the CDA field supervisor. These content areas--CDA program components, early childhood education and child development theories, principles, and practices, and self-concept theory--were discussed in relation to the roles and responsibilities of the CDA field supervisor.

The chapter then presented background information on CDA interns as adult learners, in terms of assumptions from psychological and educational theorists and their implications for CDA field supervisors.

The next chapter focuses on field supervisor skills. It discusses skills unique to CDA training under two broad categories: conducting appraisals and teaching. It presents in detail procedures for conducting both initial and ongoing appraisals.

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Chapter Three: CDA Field Supervisor Skills

Introduction

A study of the CDA field supervisor roles and responsibilities listed in Chapter One, pp. 23-32, identified a number of skills essential for effective field supervision. This chapter groups these skills in two major categories: conducting appraisals and teaching. Chapter Four presents skills in interpersonal communication, which are applicable to both categories. This chapter discusses the following skills:

- Conducting Appraisals
  - Conducting field observations
  - Recording field observations
  - Conducting appraisal conferences
  - Developing individual training plans.

The skills associated with conducting appraisals pertain to both the initial and ongoing appraisals. The discussion on the following pages presents these skills as they relate to each type of appraisal.

- Teaching
  - Facilitating the integration of academic and field experiences
  - Supervising the implementation of the individualized training plan
  - Using, identifying, and providing training resources (including modeling).

Conducting Appraisals

CONDUCTING THE INITIAL APPRAISAL

Conducting Field Observations: Preliminary Activities

Establishing Procedures for Communication and Coordination

Since the appraisal process takes place at the field site, which in most CDA training is also the intern's job site, the first task for the CDA field supervisor is to coordinate all field site observation visits with appropriate agency or institution personnel and center staff members. All persons involved will need to be informed about:

1. Number, timing, and duration of field observations per month. (Even though the training is individualized, field site staff and interns need an overview of the approximate number, timing, and duration of observations.)

2. Purpose and method for conducting the field observation. (The field supervisor provides copies of the recordkeeping forms to be used and explains that all information that is recorded on them will be shared and discussed with the intern.)/1/

3. Method for handling the observation conference. (The field supervisor explains why the conference closely follows the actual observation, the specific space and time requirements, and the need for privacy.)

In addition, a system needs to be set up with the agency or center for:

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[1]See appendix B for sample forms.

1. The field supervisor to "report in." (In a small child development center, the field supervisor might go directly to the particular classroom. If a center is located within a large system, requirements might be to report to a central office.)

2. The field supervisor, intern, or agency to contact appropriate persons by telephone in case of emergency (illnesses, etc.), late arrival, or site visit postponement.

3. The use of audiotaping or video taping in the classroom. (Electrical outlets need to be checked, potential problem areas and exits noted, and procedures established for obtaining clearance from parents and other classroom staff.)

4. Ongoing meetings to discuss the effectiveness of the arrangements that have been made.

Conducting Orientation Sessions

The field supervisor should have some contact with the intern prior to the initial field observation. This is especially important because of the innovative nature of CDA training procedures, the importance of establishing a team relationship, and the fact that being evaluated in terms of one's demonstrated competence has the potential for creating anxiety. This contact might take the form of an orientation session with a number of interns, a one-to-one meeting to go over procedures for the observation, or both.

Inviting other field site personnel, such as the center director, other teachers, teacher aides, and parents, to participate in the initial orientation session can prove valuable. This would provide everyone from the outset with an introduction to the CDA field supervisor and with information about the nature of the site visits and the importance of site visits to the intern's success.

The orientation, whether it is conducted by the CDA field supervisor or other training program or agency personnel, might include:

1. An overview of the CDA program. Both printed and audio-visual materials are available that provide information on the Competencies, CDA training, the Training Criteria, and the Credential Award System./2/

2. A description of key features of CDA training. Although field supervisors may be tempted to explain everything about CDA immediately, they should not "overload" the interns. In the initial field site visits, however, it is advisable that the following topics be discussed in order to encourage openness on the part of the interns:

   - Sharing of observations: Everything is "out front." The field supervisor shares data recorded onsite and makes copies available to the intern.

   - The performance-based nature of training: The field supervisor is responsible for recording teaching performance as objectively as possible. The field supervisor and the intern then develop training plans based on actual performance.

   - The practice of consensus-seeking: In training, the CDA field supervisor and the intern together reach consensus on training strengths and needs.

   - Consistency in training and assessment procedures: Assessment, like training, requires the sharing of information about the candidate's competence and is performance-based. In addition, all four members of the Local Assessment Team (LAT) use the process of consensus-seeking.

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[2]See appendix C for information on how to obtain these resources.

Obtaining Background Information

Prior to the initial field observation, the CDA field supervisor should obtain background information about the intern to help in getting acquainted, and to establish the training plan. Background information includes:

- Current position: teacher, teacher aide
- Number of years in position
- Employment history
- Career goals
- Prior schooling: high school or college
- Colleges attended, degree(s), courses taken, dates completed, credits earned
- Length of time in supervised field experiences working with young children
- Other training: type, content, sponsors, credits./3/

The field supervisor explains the forms he or she will use to record the performance of the intern and establishes the date and time for the first observation. Since the first observation is frequently anxiety-arousing, one hour of observation during free play period plus observation of some transition from one activity to another is sufficient. Time set aside for conferring as soon as possible following the observation is essential. Depending on center and field supervisor schedules, interns may need to enlist the help of other staff members should the conference occur at a time other than lunch or after the children have departed.

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[3]See appendix B for sample Background Information form.

Recording Field Observations

Philosophical Considerations

The CDA concept relies on the recording and analysis of the actual behavior of an individual while working with children in the child development setting.

The CDA program does not prescribe a specific way that an individual must demonstrate competence. The integrity of each individual's teaching style, and of each child development program's philosophy, is maintained. Appraisals or assessments are not made with a prescribed checklist in hand of Indicators for each Functional Area to be "checked off" when that behavior is observed. Instead, the field supervisor, during training, and the LAT members, during the assessment process, write down the behavior of the intern or candidate. They then make judgments about that behavior in terms of the Indicators--the subcategories of skills--for each Functional Area.

The CDA program is based on a team approach in training and CDA assessment. The intern or candidate has an equal voice in making decisions about the Indicators, decisions about which ones were observed and their relationship to the CDA Competency Standards.

It is therefore helpful for the field supervisor to establish:

- A system of recording for the purpose of collecting observation data
- A plan for sharing the recorded observation data with the intern that involves the intern in self-appraisal in terms of the Indicators and the Competency Standards.

Recording Procedures and Forms

Focus in the initial appraisal should be on the intern's overall approach to teaching children. It is important that the intern understands the total approach and not just the parts. All Functional Areas need to be considered to determine initial and

long-range training needs and reach decisions about a Functional Area of concentration for the initial training plan.

Many features of the CDA program may seem overwhelming to a new intern, including terminology, procedures, and the appraisal process. To facilitate learning and the building of trust, it is helpful if forms and recording procedures for the initial appraisal are relatively free of CDA terminology and patterned after the more traditional type of recording that most interns and most field supervisors are familiar with./4/

After the observation, the field supervisor writes up a few brief statements on a form that provides space for the following information:

- Immediate reaction to the observation
- Evidences of advance planning
- Responses of children and behavior of the intern during the activity or activities
- The most positive things that happened
- Areas of difficulty
- Suggestions for changes in the activity or activities.

Following the procedures established in advance (see p. 67) for involvement of the intern in self-appraisal, the intern fills out an Intern Appraisal Form containing the same elements that the field supervisor has responded to.

The intern brings this form to the observation conference, along with a form on self-appraisal of training needs in the Functional

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[4]See appendix B for sample Initial Appraisal forms for field supervisors and interns.

Areas and Personal Capacities. This information, along with the Field Supervisor Appraisal Form, is used to develop the individualized training plan. One advantage to using this initial procedure over one which plunges an intern into terminology and lists of Functional Area Indicators is that it is more likely to lead to insights about the intern's:

- Knowledge, skills, and attitudes about children and teaching
- Self-concept
- Flexibility
- Self-awareness
- Openness.

Conducting the Appraisal Conference

A major responsibility of the field supervisor in the role of conference facilitator is the planning and carrying out of effective conferences with the intern that closely follow onsite observations. (See Chapter One, p. 29.) The skill of providing constructive feedback is a basic skill associated with field supervisor attitudes and will be discussed at length in the next chapter. The discussion herein will be limited to those skills associated with:

- Analyzing observation data
- Determining training needs and priorities.

Analyzing Observation Data

It is not advisable to have a formal analysis of observation data during the initial appraisal. Instead, there is a sharing of perceptions about the field observation from both the field supervisor's and the intern's point of view. This provides an opportunity at the very outset for the field supervisor to establish a climate of warmth and acceptance and demonstrate that CDA training is a two-way process of sharing based on trust.

Determining Training Needs and Priorities

Making decisions about training needs and priorities during the initial appraisal conference obviously requires sensitivity on the part of the field supervisor. Because there are many unknowns and ambiguities at the outset, the decisions are based largely on initial perceptions, rather than on a careful analysis of systematically recorded data.

It proves helpful when the field supervisor is aware of the perceptual process and the uniqueness of perception./5/ Sharing of perceptions regarding the field observation may show that the intern and the field supervisor have perceived the situation quite differently. This is illustrated in figure 4, which contains excerpts from both the intern's and field supervisor's appraisal of the initial field observation.

In addition to differences in perception, the field supervisor needs to bear in mind that perception occurs instantly and includes judgments that have been made without any "thinking through." These initial judgments also have the potential of causing the field supervisor or the intern to become perceptually set. For example, a field supervisor set in his or her initial perception that the intern is too strict with the children and has a training need in "Personal Capacities" may have a difficult time reaching consensus with an intern who rates "Personal Capacities" very low as a training priority.

The self-appraisal is a rating of personal strengths and training needs in each of the Functional Areas and also a designation of training priorities. (See figure 5.) The fact that the self-appraisal form has been filled out prior to the conference should help the field supervisor gain a more open view of the intern. Theoretical formulations concerning the adult learner stress that

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[5]See "The Role of Perception in the Appraisal Process" in Hamby, Trudy M., My Teacher is a CDA, Washington, D.C.: University Research Corporation, 1975, pp. 45-54.

Figure 4.
Differences in Perception
During the Initial Field Observation

EXCERPTS FROM FORM 2
INITIAL FIELD OBSERVATION
FIELD SUPERVISOR APPRAISAL

C. The activity/activities--the responses of the children and the behavior of the intern. The children became restless after 25 minutes of "passive" sitting and "listening"

III. What were the most positive things that happened? The science activity itself was creative and incorporated many curriculum areas.

IV. What were the areas of difficulty? The focus was on the children's behavior rather than on the science activity.

V. Suggestions for changes in this activity/activities: Individualize the activity, working only with those children who are interested and motivated. If many are - work with small groups over a number of days.

EXCERPTS FROM FORM 3
INITIAL FIELD OBSERVATION
INTERN APPRAISAL

C. What actually took place--did the children respond the way you expected? No! They were rude. They didn't listen to the directions. I finally had to punish them by stopping the science lesson.

III. What were the most positive things that happened? There were none.

IV. What were the areas of difficulty? The children's rudeness.

V. What changes would you make if you were to repeat this activity/activities? I wouldn't repeat it - the children don't deserve it.

Figure 5.

CDA

Form 4: Training Needs Self-Appraisal

Intern Jane Doe
Center Jackson Head Start
Date 3/24/81

In the first column, please rate your competence in the Functional Areas from 1 to 5, with 1 indicating strength and 5 indicating training need. After you have completed the entire column, indicate in the second column in numerical order the area(s) of priority for training with 1 being the first priority. Also list training needs and priorities in the Personal Capacities.

COMPETENCY	FUNCTIONAL AREAS	COMPETENCE	TRAINING PRIORITY
I. Establishes and maintains a safe and healthy learning environment	1. Safe	1	5
	2. Healthy	1	5
	3. Environment	3	5
II. Advances physical and intellectual competence	4. Physical	3	2
	5. Cognitive	4	2
	6. Language	4	2
	7. Creative	3	2
III. Builds positive self-concept and individual strength	8. Self-Concept	5	1
	9. Individual Strength	5	1
IV. Promotes positive functioning of children and adults in a group environment	10. Social	5	1
	11. Group Management	5	1
V. Brings about optimal coordination of home and center child-rearing practices and expectations	12. Home/Center	1	4
VI. Carries out supplementary responsibilities related to children's programs	13. Staff	5	3

PERSONAL CAPACITIES	TRAINING PRIORITY
Wish I wasn't so nervous	

it is more important at this stage for the field supervisor to know how the intern perceives his or her past experiences in terms of Functional Areas rather than whether the intern is knowledgeable about the Functional Area definitions.

To summarize, the task of the field supervisor in the initial field observation conference is sensitive and complex. The field supervisor must take into account:

- The many unknowns at the outset of training
- The likelihood of conflicting perceptions of the field observation
- The incorporation of intern's self-appraisal of training needs
- The fact that the decisions are to be jointly determined.

Since the observation conference occurs immediately following or soon after the field observation, a "thinking through" has not had a chance to occur. Yet sound decisions about training needs are necessary at this time. This is largely the field supervisor's responsibility and requires "thinking on one's feet," since the decisions are made while the conference is in progress. When the intern's anxiety level is high, the field supervisor may elect to delay sharing some judgments with the intern until a later date, when trust has been established. (See Chapter Four.)

Reaching Consensus

In consideration of the factors above and since there are no established criteria to be applied in reaching consensus with the intern about initial training needs and priorities, the field supervisor might be guided by an analysis of the following variables:

1. Areas of and extent of agreement in perceptions of what occurred during the field observation as recorded on forms 2 and 3. (If there is only one small area of agreement, it could be helpful to begin the discussion at that point, as well as use it as the basis for other decisions.)

2. Areas of agreement in the intern's appraisal of the field observation (form 3) and self-appraisal of training needs as recorded on form 4. (A great discrepancy might indicate a lack of understanding about the Functional Areas. This situation might call for additional input or guidance on the part of the field supervisor.)

3. Consistency between the intern's self-appraisal of training needs and priorities for training. (A lack of consistency may indicate that the intern wants to begin training in an area that is comfortable and promises to be successful.)

4. Congruency between what the intern has written about the field observation on form 2 and what he or she says about it in the conference. (Lack of congruency may simply mean that the form, itself, was not clear. Or, it might indicate that the field supervisor has created a climate of acceptance in which the intern can state how he or she really feels.)

5. Congruency between what the intern has written about the field observation, discussed in the conference, and included in the self-appraisal of training needs and priorities.

(Congruency in all three areas should facilitate reaching consensus about training needs and priorities even if they are completely opposite to the field supervisor's appraisal. Accepting the intern's self-appraisal could help establish the climate of trust that is needed to establish the team relationship.)

Developing the Individual Training Plan

Once the field supervisor and the intern have reached a consensus, focus is on developing the training plan, which is individualized not only according to training needs and priorities, but also according to the intern's preferred style and rate of learning.

The field supervisor discusses and clarifies the use of resources available through the training program, the agency, the child development center, and the community. These may be workshops, independent study opportunities, training modules, and so

on, offered either through credit or noncredit courses and preservice or inservice training. A recordkeeping form that can be brought up-to-date as new resources are located is helpful for providing an overview of all Functional Areas./6/

After the intern's preferences have been discussed, the field supervisor and intern jointly prepare the individual training plan that includes the following information:

1. Focus of training -- Competency and Functional Areas or Personal Capacities:
   - Indicators (if appropriate)
   - Prior work in area.
2. Training plan specifics--exactly what will be undertaken by the intern:
   - Resources (module, course, workshop)
   - Use of training materials (books, films, etc.)
   - Length of involvement
   - Materials to be developed for inclusion in the training portfolio. (Formalizing plans for the development and maintenance of a training portfolio serves several valuable purposes. First, it helps the intern and the field supervisor focus on the integration of academic and field experiences. Second, it provides the intern with an array of materials to select from when making up the assessment portfolio. CDA candidates' portfolios are reviewed by members of the Local Assessment Team. Third, it provides the intern with experience in explaining how the material that is entered relates to

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[6]See appendix B, Form 5: Resource Chart.

the Competency Standard for each Functional Area. This information is also required in the LAT portfolio.)

3. Field supervisor commitments:

- Schedule of field observations
- Review of materials
- Liaison with institution or agency.

The field supervisor and intern then set a date to review the relevancy and adequacy of the training plan, and both persons sign the agreement and retain a personal copy./7/

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[7]Form 6: Individual Training Plan in appendix B is an example of a recordkeeping form that can be prepared in duplicate.

Conducting The Ongoing Appraisal

Conducting Field Observations

The ongoing appraisal differs in focus and purpose from the initial appraisal, and therefore, different procedures are necessary. Focus of the field observation in the initial appraisal is on the intern's performance in all Functional Areas in order to determine both initial and long-range training needs and reach decisions about a Functional Area of concentration for the initial training plan. In the ongoing appraisal, major focus of the field observation is on the Functional Area(s) designated in the training plan and the cross-referencing of observation information to other Functional Areas (to be explained on pp. 79-82). The purpose is to determine whether the intern can demonstrate competence and move on to other Functional Areas.

How soon this will occur after the beginning of training will depend on the readiness of each intern and on the training plan that has been devised with the intern. The field supervisor may conduct a number of field observations between the initial and ongoing appraisal in each Functional Area. The actual time spent in the classroom will also vary according to the individual intern's strengths and needs, and whether the purpose for the site visit is to focus on several Indicators within a Functional Area or on an entire Area.

Some field supervisors and interns may focus on several Functional Areas simultaneously; nevertheless, the purpose for the ongoing appraisal remains the same: to decide whether competence has been demonstrated in Functional Area(s). When the time comes to make that decision, it is important that the field supervisor allow sufficient time for recording the performance of the intern working with children in the classroom (from 2 to 3 hours, depending on the individual situation), a 30-minute period immediately following the observation for reviewing the recordings to complete sentences and fill in information gaps, and a 1-hour followup conference with the intern.

Recording Skills

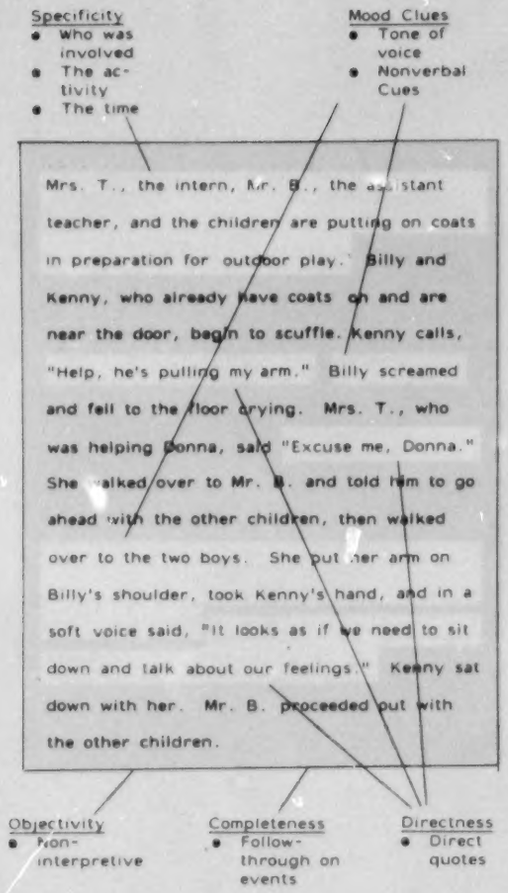
In order to obtain sufficient data to use as a basis for making decisions about demonstrated competence in the ongoing appraisal, the field supervisor records only that performance of the intern that relates to the Functional Area(s) under observation. The focus on only one (or sometimes two) Functional Area(s) highlights the difference between CDA recording procedures and those used with student teachers in more traditional training programs. Some CDA field supervisors trained in the traditional manner sometimes have difficulty in that they tend to record everything that occurs. The more skilled the field supervisor is in recording field observations without interpreting or making judgments, the easier it will be to analyze the Indicators and Competency Standards with the intern.

Field supervisor's recording skills depend on objectivity, specificity, directness, completeness, and the inclusion of mood clues.

Objectivity. To record objectively is to avoid making judgments or generalizations. Objective recording is noninterpretative. "The children were much too noisy while they were putting up the blocks," is making a judgment about the level of sound. In contrast, "The children putting up the blocks laughed and called out across the room to those who were setting the table for snack-time" is describing exactly what happened. These are facts that can be discussed later on with the intern and appraised in relation to a fight which broke out later. With this type of objective evidence, a decision is possible regarding one aspect of competence in the Functional Area "Group Management."

Specificity. Specificity requires that the details of the situation be included. Providing specific details as to number of children and number of adults involved in an activity, how many times the intern spoke to a particular child, and so on, gives the intern something definitive to work with. Recording specific details also facilitates decisionmaking concerning the demonstration of competence, since the specific activity or behavior that has been

Figure 6.
Use of Recording Skills


Specificity
• Who was involved
• The activity
• The time
Mood Clues
• Tone of voice
• Nonverbal Cues
Mrs. T., the intern, Mr. B., the assistant teacher, and the children are putting on coats in preparation for outdoor play. Billy and Kenny, who already have coats on and are near the door, begin to scuffle. Kenny calls, "Help, he's pulling my arm." Billy screamed and fell to the floor crying. Mrs. T., who was helping Donna, said "Excuse me, Donna." She walked over to Mr. B. and told him to go ahead with the other children, then walked over to the two boys. She put her arm on Billy's shoulder, took Kenny's hand, and in a soft voice said, "It looks as if we need to sit down and talk about our feelings." Kenny sat down with her. Mr. B. proceeded out with the other children.
Objectivity
• Non-interpretive
Completeness
• Follow-through on events
Directness
• Direct quotes

recorded may provide documentation for a Functional Area Indicator.

Directness. Directness requires that recording include a person's actual remarks: Mrs. S. said, "You just wanted me to come over and remind you, I know." This skill is a difficult one to master, but like "specific details," it is something concrete for the intern to work with and helps the field supervisor and intern make a judgment about competence in a given Functional Area by focusing on one or more Indicators in that Area.

Completeness. Completeness in recording means describing incidents from beginning to end. A complete recording would describe the setting, who was involved, what action occurred, what the reaction was, and how the incident ended.

Inclusion of Mood Clues. When mood clues are included in recording, the field supervisor and intern are helped to make inferences about the emotional significance of a situation. Mood clues are tone of voice, facial expressions, body posture, and hand gestures. Mood clues are important for appraising an intern's competence in the Personal Capacities as well as in the Functional Areas.

In figure 6, an example is presented of an ongoing appraisal recording in the Functional Area, "Group Management," in which the above skills are evidenced.

Recording Forms/8/

The field supervisor should carefully consider the type of recording form used in the ongoing appraisal. Many alternatives are possible; however, adequate space for the comprehensive recording procedures just described, as well as space for analysis of the recorded data are required. Figure 7 is an example of a form

[8]See appendix B for sample Ongoing Appraisal forms.

that not only provides space for adding Indicators for a Functional Area, but also provides for cross-referencing and assigning corresponding Indicators for other Functional Areas, the Personal Capacities, and the bilingual/bicultural competencies. For the purposes of clarity, Functional Area numbers precede the corresponding Indicators in the final column. There are at least four advantages to using this type of form:

1. It not only facilitates the analysis of recorded data in one Functional Area, but also helps both the field supervisor and the intern gain a perspective on the intern's overall functioning as a teacher.

2. The impact of the ongoing appraisal on the intern's self-concept is more likely to be positive because of the provision for cross-referencing. In some cases, Indicators from the particular Functional Area under observation might be negative; however, cross-referencing Indicators might prove positive.

3. The form provides for a level of sophistication concerning analysis of the intern's performance. The intern and the field supervisor not only become aware of strengths and needs in one Functional Area, but they also begin to see how different Functional Areas interrelate. They can then use this insight to add clarity and depth to further training. For example, in figure 7, the focus for the ongoing appraisal is the Functional Area "Group Management"; however, there is constant cross-referencing to the Functional Area "Self-Concept." After noting the positive aspects of this cross-reference, the field supervisor may want to help the intern broaden the cross-referencing to still other Functional Areas. By involving the individual children in verbal interaction, the intern could bring the Functional Area "Language" into play as a cross-reference. If this plan works well, Language might then become the next Area to concentrate on. Or, training needs might be deemed minimal in Self-Concept, allowing the intern to move on very quickly in that Area, and Language might become the next priority.

Figure 7.

CDA

Form 7: Ongoing Field Observation Appraisal

Field Supervisor Brenda M.
Intern Penni C.
Center Rainbow Day Care Center
Date 6/10/79

Competency/Functional Area or Personal Capacities being observed: Group Management

Observations	Indicators	Cross References	Indicators
The school bus has arrived. Mrs. M., walking toward the bus, is saying, "Good morning. How are you, Arlene? Hi, Barbara (taps her shoulder), Heath (pats his arm), good morning, Randall." An assistant is also greeting the children at the door. Mrs. M. bends forward into the schoolbus door asking, "Do you need some help, Arlene Ann? It's cold out." She helps Arlene Ann, patting her shoulders after she pulls her coat on. Arlene Ann goes in and Mrs. M. walks back hand-in-hand with Maury. In the room she pats Maury on the head and says, "Maury, would you hang up your coat, please?" She then walks to the name chart where children are placing their names on arrival.	• Establishes a reasonable system of limits, rules, and regulations which are understood, honored, and respected by children and adults. • Helps children make smooth transitions between activities. • Uses nonverbal communication to promote positive functioning of individuals and the group. • Effectively manages physical movement of children from one place to another.	I 1 2 3 II 4 5 6 7 III (8) (9) IV 10 11 V 12 VI 13 (PC) B/B₁ B/B₂	8 - Relates to children in ways which indicate that they are known and appreciated (using child's name, noticing child's clothing, listening to child's story, etc.) 8 - Establishes and maintains a feeling tone which is likely to be positive and comfortable to children (relaxed, sincere, secure, natural, interested, etc.). 9 - Encourages children in developing self-help skills. PC - Is emotionally responsive. PC - Is perceptive of individuality.
		I 1 2 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B₁ B/B₂	

I
1. Safe
2. Healthy
3. Environment

II
4. Physical
5. Cognitive
6. Language
7. Creative

III
8. Self Concept
9. Individual Strength

IV
10. Social
11. Group Management

V
12. Home/Center

VI
13. Staff

PC Personal Capacities
B/B₁ Bilingual/Bicultural₁
B/B₂ Bilingual/Bicultural₂

145

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4. Incorporating the development of Indicators for the Functional Area under observation as well as those for the cross-reference provides the field supervisor and intern with a means for examining levels of competence. The particular level for the Functional Area under observation could be determined based on the number and variety of Indicators, whereas overall level of competence could be determined by the number of Functional Areas cross-referenced and the number and variety of the corresponding Indicators. The possibilities for designing training strategies based on cross-referencing information can be exciting and rewarding for both the field supervisor and the intern.

Conducting the Appraisal Conference

A dramatic departure from the brief description of the initial field observation is the volume of comprehensive recordings of observations in one Functional Area, which the field supervisor uses as the basis for the ongoing appraisal conference.

Also essential to analyzing the recorded data during the ongoing appraisal conference is a list of Indicators for each Functional Area, the Personal Capacities, and the bilingual/bicultural competencies, where appropriate. If such lists have not been introduced within the intern's agency or child development program, then the lists developed by the training program might be presented to agency job site personnel for approval. If the training program lists are used, they should be discussed in detail with the intern and put into meaningful terminology prior to analysis of the recorded observations. This orientation might take place gradually during the site visits that occur between the initial appraisal and ongoing appraisals.

There is no set list of indicators, and consistent with CDA philosophy, there is no one way that competence should be demonstrated./9/ For training, however, lists of Indicators are needed

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[9]Sample Indicators are included in The Child Development Associate Consortium Local Assessment Team, Competency Standards, Washington, D.C.: The CDA Consortium, 1975.

to help interns and field supervisors focus on the subcategories of skills within a Functional Area./10/ As long as the lists are flexibly used (that is, Indicators can be added or deleted), and are understood to be a means of focusing the training, they greatly facilitate ongoing appraisals of competence.

Analyzing Observation Data

Once Indicators are agreed upon, the intern and field supervisor analyze the observation data (see figure 7) by:

1. Determining Indicators for each recording in the Functional Area under observation. (It is important that the complete Indicator is written out, rather than designated by a number. Writing out and discussing the Indicators fosters understanding and integration.)

2. Noting the positive or negative value of each Indicator in the Functional Area under observation. (When an Indicator is negative, it is stated in the negative; for example, "Does not establish a reasonable system of rules and....")

3. Determining cross-references of the observation data to other Functional Areas.

4. Determining Indicators for cross-references. (These are also written out completely, as in figure 7.)

5. Noting the positive or negative value of cross-referenced Indicators.

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[10]See Vincent and Hamby, The CDA Program: A Guide to Curriculum Development, for a list of Indicators developed by ACYF.

Reaching Consensus

In the ongoing appraisal, the field supervisor and intern are much better equipped to make decisions and reach consensus about the intern's competence in a particular Functional Area due to their extensive and systematic analysis of Indicators and cross-reference information. As the supervisor and intern go through this process, they should bear in mind that the goal of training is to impart skills and an understanding of theory in all Competency Areas. The Indicators merely represent the extent to which this has been accomplished.

The number, variety, and value of the Indicators are taken into account when making judgments concerning competence. Value refers to whether the Indicator is positive or negative. This type of information about the Indicators has already been derived from the analysis of the recorded data, but it remains to be totaled and summarized.

One way to summarize the information and at the same time provide a visual overview of the intern's functioning is to complete an Ongoing Appraisal Summary./11/ This overview can facilitate decisionmaking about the intern's competency in the Functional Area(s) under observation, and also the planning of further training. Figure 8 is an example of a completed summary for an intern who has been working in the Functional Area "Group Management."

It is important that standards concerning the number, variety, and negative or positive value of Indicators are established in advance by:

- The training program, the agency, or the child development center;

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[11]See appendix B for a sample form and figure 8 for an example of a completed form.

Figure 8.

CDA

Form 8: Ongoing Appraisal Summary

Field Supervisor Brenda M. Intern Penni C.

Date 6/10/79 Center Rainbow Day Care Center

FUNCTIONAL AREA: GROUP MANAGEMENT

COMPETENCY STANDARD (DEFINITION): Candidate provides the group with a positive routine and with simple rules that are understood and accepted by children and adults.

INDICATORS	NUMBER	NEG.	POS.
1. Establishes and maintains a reasonable system of limits, rules, and regulations which are understood, honored, and respected by children and adults.	10	1	9
2. Shares management responsibilities with other adults in a cooperative and mutually respectful way.	2		2
3. Uses space, equipment, and materials (large group, small group, free time, outside) during activities to promote positive group functioning).	2		2
4. Schedules activities in ways which consider children's needs.	1		1
5. Helps children make smooth transitions between activities.	2		2
6. Anticipates potential problem areas and takes action necessary to avoid the problem.	0		0
7. Works with the children to resolve a problem situation.	1		1
8. Manages (large group, small group, free time, outside activities) by direct involvement with the children.	5		5
9. Shifts plans in accordance with group functioning.	0		0
10. Respects and plans for individual needs and developmental levels within the total group activity.	2		2
11. Effectively manages physical movement of children from one place to another.	1		1
12. Uses (verbal, nonverbal) communication to promote positive functioning of individuals and the group.	6		6
VARIETY RATIO 10/12 TOTALS	32	1	31

CROSS-REFERENCES	NUMBER	NEG.	POS.
I 1. Safe	1		1
2. Healthy	6	1	5
3. Environment	1		1
II 4. Physical	1		1
5. Cognitive	10	1	9
6. Language	6		6
7. Creative	1		1
III 8. Self-Concept	8		8
9. Individual Strength	11		11
IV 10. Social	6		6
11. Group Management			
V 12. Home/Center	–	–	–
VI 13. Staff	3		3
Personal Capacities	8		8
Bilingual/Bicultural$_1$			
Bilingual/Bicultural$_2$			
	62	2	60

- The training program working with the agency or child development center; or
- The field supervisor and the intern.

These standards are for training purposes only and should not be confused with assessment procedures for credential award.

According to the information on the Ongoing Appraisal Summary in figure 8, there are 12 Indicators on this list that have been mutually agreed upon by the training program and the agency. The standards established follow.

Variety of Positive Indicators. This program has placed importance on each Indicator and has set a standard that the intern should (a) either demonstrate all Indicators on the list, or (b) be able to discuss or document those that have not been demonstrated.

In the example, the intern demonstrated 10 of the 12 Indicators on the list (appears as variety ratio in figure 8); therefore, the field supervisor and the intern need to discuss Indicators 6 and 9 in terms of what the intern would do and why; or, the intern should provide documentation of the Indicators in other ways, such as in her training portfolio. If she is able to do this, she will meet this standard.

Negative/Positive Value of Indicators. The standard set by this training program concerning value of Indicators is that there must be at least two or more positive demonstrations of an Indicator to offset one that is negative for the same Indicator. In the example, the intern has one negative evidence and nine positive evidences for Indicator 1. In one field observation, she was inconsistent about her rules during cleanup time, and both children and staff members were confused. Thus, on that occasion, she did not maintain "a reasonable system of limits, rules . . . ." (Indicator 1). However, since she had nine positive evidences for Indicator 1, she met the standard set by the training program. It is the field supervisor's responsiblity to continue to help her in this area, if competence has not been achieved.

Prior to reaching a final decision about a Functional Area, the field supervisor and intern check on the materials the intern has included in the training portfolio. When an Indicator has not been evidenced in the recorded data of the field observation, it may be accounted for through portfolio documentation. A Portfolio Checksheet/12/ that is kept up-to-date (see figure 9) facilitates decisionmaking as it provides an overview of observation and other training material.

Figure 9. *The top half of the appropriate squares for each Functional Area is filled in at the time the field supervisor's observation information is added to the portfolio (◥). The lower half of the appropriate squares is checked at the time the intern adds materials such as samples of children's work, appraisals of children's developmental levels, case study information, lesson plans, written assignments required by academic instructors, and assignments relating academic and field experiences (◪).*

The Portfolio Checksheet provides the intern with an overall picture of material which has or has not been added to the portfolio. The Checksheet not only serves the intern, but can also be used by the field supervisor to keep a record of materials which have been added to each intern's portfolio and field observations which have been made.

CDA

Form 9: Portfolio Checksheet

Intern Doris D.
Field Supervisor Adele B.
Center Suburban Preschool

COMPETENCY AREAS		FUNCTIONAL AREAS	Date 2/10/81	3/10/81	3/24/81	4/7/81
Establishes and maintains a safe and healthy learning environment	I	1. Safe	✓			
		2. Healthy				
		3. Environment				
Advances physical and intellectual competence	II	4. Physical				
		5. Cognitive	✓ ◥	✓ ◥	✓ ◥	✓
		6. Language				
		7. Creative				
Builds positive self-concept and individual strength	III	8. Self-Concept				
		9. Individual Strength				
Promotes positive functioning of children and adults in a group environment	IV	10. Social				
		11. Group Management				
Brings about optimal coordination of home and center child-rearing practices and expectations	V	12. Home/Center				
Carries out supplementary responsibilities related to children's programs	VI	13. Staff				

KEY:
INTERN'S MATERIAL ADDED TO PORTFOLIO → ✓ ◥ ← FIELD SUPERVISOR OBSERVATION MATERIAL

[12] See appendix B for sample form.

Summarizing and Documenting the Observation Conference

After the field supervisor and the intern have reached a consensus on whether the intern has demonstrated competence, the field supervisor can document the decision making process by writing up a summary of the observation and conference that includes the following information/13/:

- Time and length of observation
- Focus of observation
- Scheduled activities
- Field supervisor's comments in terms of strengths, progress, and suggestions for development
- Intern's comments in terms of strengths, progress, and development.

Both parties then sign the summary, and each retains a copy.

The field supervisor's comments on the summary can serve a double purpose when the field supervisor is also the LAT advisor. The recorded information can be useful in writing the report of the intern's strengths and progress in each Functional Area that the LAT advisor provides for review during the LAT meeting.

The intern may wish to use the Observation and Conference Summary and the completed Ongoing Appraisal Summary as an entry in his or her training or assessment portfolio.

Developing the Individual Training Plan

When the decision is to proceed with training in another Functional Area, the next step is to determine that particular Area. Since not only the training content but also the training method

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[13]See appendix B for sample form.

is individualized according to the intern's learning style and rate, it will prove helpful to consider the following factors when developing the individual training plan:

1. Intern's self-appraisal of overall training needs and priorities. The field supervisor and intern review the Training Needs Self-Appraisal Form (appendix B, form 4) completed by the intern in the initial appraisal to see if changes in perception have occurred. The intern may want to complete another self-appraisal, or the field supervisor and the intern may decide that they should each complete the appraisal form and compare their perceptions.

2. Cross-referencing information. Cross-referencing information can be a valuable source for decisionmaking. For example, in the Ongoing Appraisal Summary (figure 8, p. 85), the intern evidenced eight positive Indicators in the Functional Area "Self-Concept" and 11 in the Functional Area "Individual Strength." Those two Functional Areas make up the Competency Area "Builds Positive Self-Concept and Individual Strength."

   Since the Indicators were all positive, it might be worthwhile to focus the next training on that entire Competency Area. This decision would allow the intern to proceed in an Area where a substantial number of Indicators have already been demonstrated, and the intern might be able to complete the training in that Competency Area quite rapidly.

3. Resources available. A review of the Resource Chart (appendix B, form 5) is important prior to finalizing the individual training plan. If the decision is to focus training in a Functional Area for which only meager resources are available, it may be better to wait until a time when an additional workshop or other training event will be available or can be located.

4. Intern's functioning in basic communication skills. The intern's basic reading and writing skills are a factor in the successful implementation of individual training plans. In

some cases it is better for the intern to focus on a review of communication skills before beginning other training. In other cases, work on the Functional Areas may proceed simultaneously with work on basic communication skills. Use of audio cassettes might be an alternative learning strategy until the intern feels more comfortable with reading and writing.

5. Intern's anxiety level. Evaluation of an individual often produces anxiety. To alleviate anxiety, longer and more frequent conferences or more time between ongoing appraisals may be necessary. The use of video tape as a method for providing feedback may need to be postponed or abandoned completely.

6. Intern's background of experience as an adult learner. At all times the intern's prior experience should be taken into account. If the intern has young children, application of child development facts and principles can be personally related. Interns with similar experiences might work through certain Functional Areas together.

   Or a field supervisor might conduct a study group made up of interns with varying backgrounds of experiences as parents when some interns' ideas about children run counter to the CDA Competencies; for example, "Children should be seen and not heard." For some adults, insights and readiness to change come about more easily in peer group discussions.

7. Adult phases of growth. Most CDA interns have full-time jobs. Even though CDA training is related to that employment, completing the assignments and being appraised require additional time and energy. An adult intern is also likely to have other responsibilities in addition to work and CDA training. These responsibilities vary according to individuals and to the adult phases of growth: early adulthood, middle age, and later adulthood. For example, an intern in early adulthood might be starting a family, in addition to holding a full-time job and being involved in CDA

training; an intern in middle age might be adjusting to aging parents./14/

These responsibilities require time and energy and may affect the rate of acquisition of the Competencies. To facilitate training, the field supervisor can help the intern keep these in perspective in the individual training plan in terms of scheduling field observations and conferences, night meetings, weekend workshops, and due dates for assignments.

The list of factors to be considered in making decisions about the individual training plan may seem lengthy; however, time and thought given to the design and development of the plan will facilitate its implementation. The same Individual Training Plan form (appendix B, form 6) used in the initial appraisal and described on pp. 74-76 can be used for the ongoing appraisal.

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[14]See appendix B for a list of Adult Phases of Growth and corresponding developmental tasks.

Teaching

Teaching Responsibilities and Skills

CDA field supervisors are teachers with a number of teaching responsibilities. In CDA training, the person who is responsible for the academic teaching varies. In some training situations, there is a separate academic instructor and a separate field supervisor. In other situations, the field supervisor is also the academic instructor. Regardless of training situation, field supervision is teaching. Implementing the CDA Training Criteria that 50 percent or more of the training be supervised field experiences and that academic and field work be integrated requires the field supervisor to carry major responsibilities for teaching.

This Guide was not designed to detail all of the teaching responsibilities for the CDA field supervisor; however, this section discusses the following teaching skills that are unique to CDA:

- Facilitating the integration of academic and field experiences
- Supervising the implementation of the individualized training plan
- Using, identifying, and providing training resources.

Facilitating the Integration of Academic and Field Experiences

The dictionary/15/ defines "to integrate" as "to make whole or complete by adding or bringing together parts." The field supervisor does just that by being physically present in the field; by being actively involved in the design and the implementation of the individual training plan that focuses on demonstrated competence; by talking to the intern about experiences with children in relation to academic theory; and by actually helping the intern apply that theory in the classroom for the purposes of demonstrating competence.

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[15] Webster's New World Dictionary of the American Language, College Edition. New York: World Publishing Co., 1960.

Factors That Influence Integration

Greatly influencing the success of the field supervisor in the integration process are the type of academic content or experiences that are offered, the curriculum and resource materials that are available, and the training program's staffing pattern. Furthermore, these three factors are interrelated and often have an impact on one another.

Academic Content and Experiences. If the academic content offered is the early childhood teacher education curriculum associated with the A.A. or B.A. degree, it may relate to CDA training but not be based on the CDA Competencies and their acquisition. If the academic experiences are presented in a separate setting by an academic instructor, then the work of the field supervisor to integrate academic and field experiences will be extensive. Methods will have to be devised to coordinate the total effort. A system of communication between the academic instructor and field supervisor will be necessary.

Here is an example of where the skills associated with the many other roles and responsibilities of the CDA field supervisor, such as the role of training advocate, also come into play./16/ It could be that the training program administrators need more information about CDA and the meaning of the six CDA Training Criteria. Conveying information about the Competencies and CDA curriculum development might prove productive. The field supervisor might also need to obtain curriculum materials from other sources.

Curriculum and Resource Materials. Some training programs use curriculum and resource materials that have been specially designed to integrate academic and field experiences. Modules are available for each Functional Area and the Personal Capacities. Within the modules, academic content and theory are presented, and followup activities require the intern to:

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[16]See appendix C, Resources for the CDA Program.

- Apply the theory while working with children in the child development center, write up the experience, and then receive feedback from the field supervisor about the written assignment; or

- Apply the theory to work in the child development center, be observed in action by the field supervisor, and receive feedback in a followup conference.

Staffing Patterns. Conducive to integration of academic and field experiences are situations in which a separate academic instructor is an active member of the training team. The field supervisor sometimes attends the academic sessions, and the academic instructor also goes into the field. Or, the intern's video tapes are brought to the academic setting and shared with the academic instructor in that setting.

A situation in which the field supervisor is also the academic instructor can also be conducive to integration. The field supervisor needs to have a wide variety of curriculum and resource materials that are based on the CDA Competencies and Functional Areas, presented at different reading levels and allow for different learning styles and rates. In addition, it is helpful if the field supervisor can interact with other professionals to compare notes and share information about training resources.

Guidelines for Focusing on Integration

Specific ways for the field supervisor to focus on integration of academic and field experiences throughout the training are:

1. Training plan design. In designing each individual training plan, both the field supervisor and the intern should stipulate the methods to be used to integrate academic and field experiences in each Functional Area.

2. Training portfolio. Integration can be fostered through the training portfolio by requiring the intern to include a statement explaining why each item is evidence of competence for a given Functional Area.

3. Modeling by the field supervisor. The field supervisor as role model can demonstrate how to integrate academic and field experiences by relating theory to practice and practice to theory.

4. Written assignments. The field supervisor might regularly ask the intern to focus on integration by answering questions about the knowledge, skills and attitudes involved in any given activity, such as:

   - Why did you take the children to the grocery store?
   - What advance preparation did you make, and why?
   - How did you use your aide and parent volunteers?
   - What did the children learn?
   - What happened at the cash register?
   - How does this relate to understanding numbers?

5. Data analysis for ongoing training. In the ongoing appraisal conference, when the data are being analyzed, a give-and-take discussion could include the reasons behind the choice of Indicator. Decisions about competence in a Functional Area might depend on the intern's ability to state the theory behind the Indicator choice.

Supervising Implementation of the Individualized Training Plan

Teaching responsibilities continue throughout the entire training period as training plans are implemented and new ones developed. Field-site visits are made according to schedules written into the individual training plan. Major skills necessary for the supervision of the training plan implementation are the ability of the field supervisor to be organized, but flexible, and able to individualize the training.

The intern's and the field supervisor's commitments to implementation of the training plan are designated on the form. But just as important as the process of putting those commitments in

writing is the ability of the field supervisor to be flexible in case it becomes impossible for the intern or the field supervisor to follow through.

A key feature of CDA training is individualization of training according to acquisition of the CDA Competencies. The date set for an ongoing appraisal might not allow sufficient time, or the intern might feel competent prior to the designated date. The appraisal date should then be adjusted. If the training plan needs revision, other strategies should be tried out. The recordkeeping system for CDA should be efficient and orderly, but never restrictive.

Using, Identifying, and Providing Training Resources

Individualization according to learning rate is easier to accomplish than individualization for learning style. Individualizing for learning style demands that the field supervisor have skills in using, identifying, and providing a variety of training resources. Following are some suggestions for training resources.

Curriculum Materials

A number of CDA curriculum modules for the Competency and Functional Areas are available to individualize training according to reading level./17/ A limited number of CDA audiovisual or manipulatory materials are available for those interns who learn more readily through visual, tactual, or auditory materials. There are, however, many early childhood audiovisual materials that might be adapted or introduced to help an intern work on specific Indicators.

Use of Video Taping

A rich resource for training is video taping. Although it may be initially somewhat threatening, it does provide a means for helping those interns with poor self-concepts--who are convinced

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[17]See addresses for CDA program resources in appendix C.

that they can do nothing right--actually see themselves functioning positively. Or, it can help point out the negative behavior of interns who may be unaware of that behavior./18/ A valuable lesson for field supervisors who have never been video taped is to go through the process prior to trying it out with the intern. The field supervisor would then understand the initial shock of seeing oneself in action: the camera "puts on pounds," and each head shake or hand gesture takes on exaggerated overtones.

Prior to using video taping, it is helpful to establish the following guidelines:

- When the video taping is completed and the feedback conference has been held, the intern can decide whether the tape should be erased
- If the video tape is kept for review it will not be shown to anyone unless the intern has given his or her approval.

Exchange Placements

Exchange placements are valuable resources when an intern needs to gain experience working in another setting; in a program with a different philosophy; in a program with a similar philosophy but different resources and facilities; and with children of different cultural backgrounds. Exchange placements are also valuable for exposing the intern to different teaching models and thus help the intern gain a perspective on his or her own teaching style and competence.

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[18]The field supervisor might want to use video tape as a means of self-evaluating his or her own skills in individualizing field supervisor-intern conferences.

Peers as Resources

Other interns are a very important training resource. Some field-site meetings can be planned in which small groups of interns come together with their field supervisors to discuss exchange placements and to explore personal meanings and perceptions about the teaching and learning process. Some programs call these "processing" sessions. Interns might look at what has happened to them as adult learners, at their feelings about their own skills and creativity, and about the characteristics of young children, and share these ideas and feelings with other interns. These sessions help clarify and further define self-concepts and concepts of others.

Field supervisors can also meet with their peers in "processing" sessions. Joint sessions with one or more field supervisors and their interns can be helpful.

Use of the Creative Process

Explorations by the field supervisor and intern into the entire topic of creativity and the creative process might result in the design of training materials by the intern, or at least in helping the field supervisor gain insight concerning other types of resources that are needed to individualize the training.

Field Supervisor Modeling

Field supervisor modeling can be useful. Two dimensions to the field supervisor as role model are:

- Modeling the role of the teacher of young children
- Modeling an approach to teaching and learning.

One dimension focuses primarily on skills; the other, on attitudes. In both cases, the goal is to have the intern integrate or incorporate the behavior that is being modeled while retaining his or her own identity.

Modeling the role of the teacher of young children requires tremendous skill and sensitivity to oneself as well as to the intern. It is helpful to discuss the reason for the modeling with the intern in advance and discuss guidelines concerning the timing, involvement of the children, expectations for the intern, and so on, prior to the modeling.

It might be wise for the field supervisor to personally explore his or her own motivation: "Am I doing this for the intern's good, or for my own?" The risks in modeling should also be considered. One risk is that the field supervisor might be "so good" as a model that the intern will be too frightened to try a new teaching method.

Modeling as an approach to learning can be powerfully effective as a tool to accomplish individualization. The more the field supervisor can model individualization by using different techniques and approaches to the teaching process, the more willing the interns may be to try out different approaches to learning and to "individualize" with the young children in their classrooms.

Many teachers-to-be have been taught by professors who have said that it is a good idea to individualize instruction, but who have simultaneously used only the lecture method to teach. In essence, they have communicated, "Do as I say to do." In CDA, however, when the field supervisor models an approach to teaching and learning, the message is, "Do as I do."

Chapter Summary

This chapter recounted the diverse and complex skills required of the field supervisor, grouping them into two major categories: appraising and teaching. The chapter was then limited to those skills unique to CDA training.

Skills involved in conducting appraisals were discussed specifically as they pertain to the initial and the ongoing appraisals. Specific skills include:

- Conducting field observations
- Recording field observations
- Conducting appraisal conferences
- Developing the individual training plan.

In the teaching category, guidelines were provided for facilitating the integration of academic and field experiences, supervising the implementation of the individual training plan, and using, identifying, and providing training resources.

The next chapter discusses interpersonal skills in terms of the field supervisor's attitudes. Special emphasis is given to the potential impact of attitudes on the field supervisor-intern team relationship.

Chapter Four: Field Supervisor Attitudes

Introduction

The preceding chapters emphasized the knowledge and skills required of the CDA field supervisor in providing CDA training. Knowledge and skills are extremely important, but also essential to the provision of quality CDA training are attitudes that are consistent with CDA concepts and philosophy. Deserving special attention is the impact of the CDA field supervisor's attitudes on the functioning of the team relationship, which is unique to CDA training and vital to the ultimate success of the intern in demonstrating competence.

One might ask, "But if the major goal of the CDA program is to help interns become competent, how does this emphasis on attitudes and the team relationship fit in? Why can't field supervisors simply complete field observations, tell the interns what their strengths and training needs are, give them assignments to be done by the next visit, and efficiently go on their way?"

First, the type of teaching just described has been found, in most cases, to be less effective than other methods for facilitating learning. Influencing the effectiveness of teaching any content, skills, or attitudes to any age group is the quality of the teacher-learner relationship. The better that relationship, the more freedom there is to teach and learn.

Second, the field supervisor is teaching adults at their jobsites--thinking, feeling, knowing, independent adults with varying degrees of relevant experiences in teaching young children or in the field of early childhood education. This chapter is based on the assumption that adult interns are more likely to incorporate the CDA Competencies into their day-to-day teaching behavior when the training is personally meaningful. Perceptual psychologists theorize that unless an experience or event has personal meaning, it will not be integrated into one's perceptual field. Personal meaning can be facilitated through the team approach of CDA.

Attitudes as Personal Capacities

The premise made in Chapter One was that attitudes essential for effective field supervision can be equated with the Personal Capacities essential for CDA's. Based on that assumption, the following list of attitudes, or Personal Capacities, for field supervisors was developed:

PERSONAL CAPACITIES FOR CDAs	PERSONAL CAPACITIES FOR FIELD SUPERVISORS
• Readiness to listen to children to understand what they mean.	• Readiness to listen to the adult and build the team relationship.
• Sensitivity to children's feelings and the qualities of children.	• Sensitivity to feelings.
• Use of nonverbal forms of communication and adaptation of adult language and style to maximize communication with children.	
• Protecting orderliness without sacrificing childish spontaneity.	
• Perceptiveness of individuality and positive use of individual differences within the group of children.	• Perceptiveness of individuality.
• Exercising control without being threatening.	

• Being emotionally responsive: taking pleasure in children's successes, and being supportive when they experience troubles and failures.	
• Bringing humor and imaginativeness into the group situation.	• Willingness to respond with humor, flexibility, and spontaneity.
• Commitment to maximizing the child's and his or her family's strengths and potentialities.	• Commitment to maximizing the intern's strengths and potentialities.

Relationship Between Personal Capacities and Skills

Although most field supervisors would probably respond very positively to the Personal Capacities, they need specifics on how these Capacities can be developed. For example, what is a field supervisor to do who is "ready to build a team relationship" and "sensitive to feelings," but who is unable to put these into practice while working with interns?

An operational plan follows (See figure 10) that applies concepts and principles for skill development./1/ The Personal Capacities, or attitudes, are grouped under three areas of interpersonal competence associated with establishing and maintaining a team relationship:

- Knowing and trusting oneself and others
- Understanding oneself and others
- Influencing and helping others.

Personal Capacities that relate to the development of each area of interpersonal competence and essential communication skills are listed. (A CDA program parallel is to equate the areas of interpersonal competence with the Competency Areas, the Personal Capacities with the Functional Areas, and the essential skills with the Indicators.)

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[1]Brammer, Lawrence M., The Helping Relationship, Process and Skills, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973; Carkhuff, Robert R., The Art of Helping, Amherst, Mass.: Human Resource Development Press, 1972; Gazda, George M., et al., Human Relations Development, Boston: Allyn and Bacon, Inc., 1973; Gordon, Thomas, T. E. T. Teacher Effectiveness Training, New York: Peter H. Wyden/Publisher, 1974; Johnson, David W., Reaching Out: Interpersonal Effectiveness and Self Actualization, Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1972; Rogers, Carl R., Freedom to Learn, Columbus, Ohio: Charles E. Merrill Publishing Co., 1969.

The rationale underlying the plan is that learning to use the essential skills will foster development of the Personal Capacities and interpersonal competence, and thereby facilitate the teaching-learning process. The end result is more time for effective teaching for the field supervisor and more time for learning and growth toward competence for the intern.

Figure 10.
Operational Plan for Development
of Personal Capacities or Attitudes

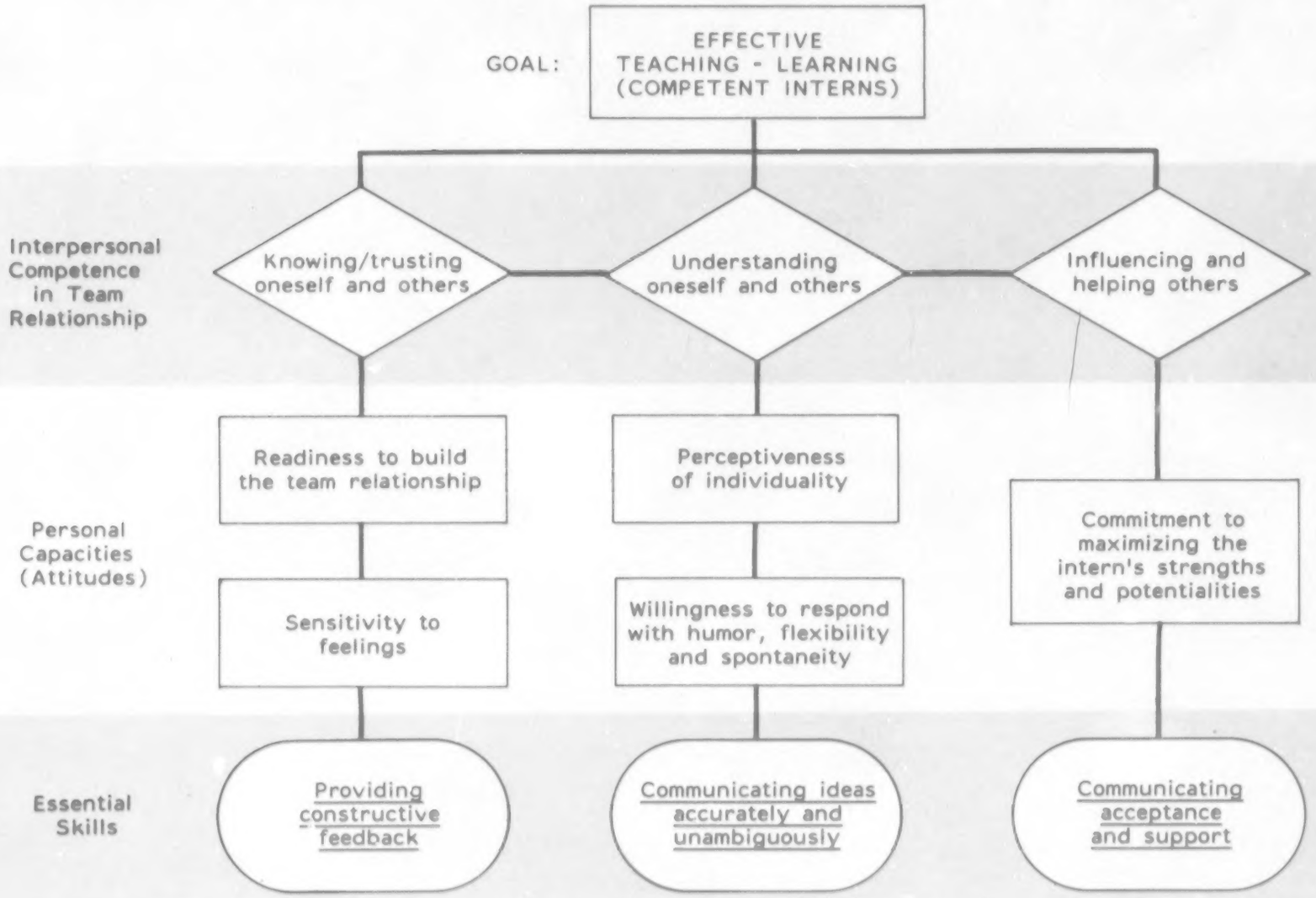
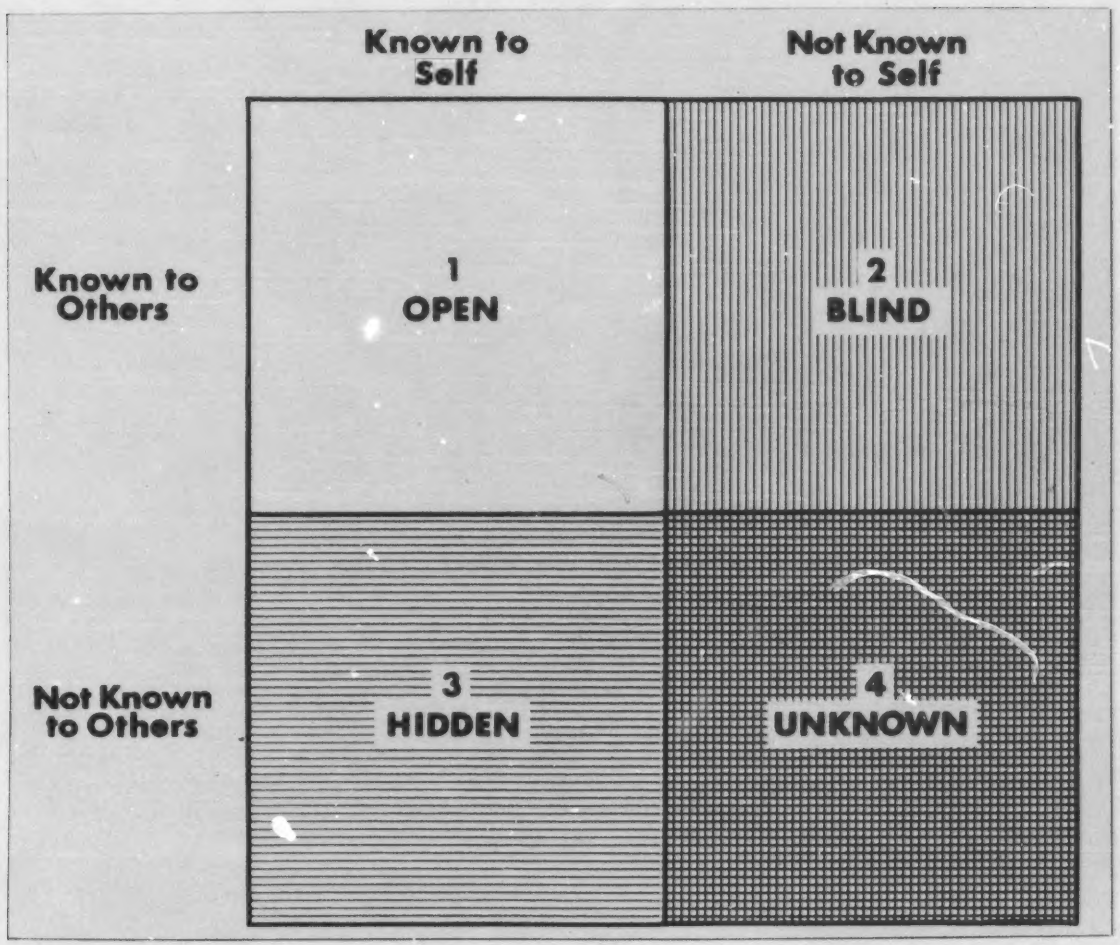

GOAL:
EFFECTIVE TEACHING - LEARNING (COMPETENT INTERNS)
Interpersonal Competence in Team Relationship
Knowing/trusting oneself and others
Understanding oneself and others
Influencing and helping others
Personal Capacities (Attitudes)
Readiness to build the team relationship
Perceptiveness of individuality
Commitment to maximizing the intern's strengths and potentialities
Sensitivity to feelings
Willingness to respond with humor, flexibility and spontaneity
Essential Skills
Providing constructive feedback
Communicating ideas accurately and unambiguously
Communicating acceptance and support

Figure 11.
The Johari Window *



*Developed by and named after Joseph Luft and Harry Ingham. See Joseph Luft, Of Human Interaction, Palo Alto, California: National Press Books, 1969, p. 13.

Theoretical Frame of Reference

The Johari Awareness Model

The Johari Awareness Model,/2/ or more popularly called, the "Johari Window" (see figure 11), is used here as a helpful frame of reference to focus on the Personal Capacities. The Johari model is one way to demonstrate how the effective use of interpersonal skills by the Field Supervisor can (1) facilitate the teaching and learning process; (2) positively affect the intern's self-concept and growth in self-awareness; and (3) potentially have a positive impact on the field-supervisor's self-concept and growth in self-awareness.

The Johari Window, with its four quadrants, or panes, represents the total self in relation to others. The four panes are divided according to awareness of an individual's behavior and of feelings and motivation by the individual, by others, or by both the individual and others. Size of the window panes changes as awareness changes.

Some perceptions, ideas, feelings, and motivations that an individual is aware of are shared with others (Window Pane #1: Open to Self and Others) and some are not (Window Pane #3: Known to Self, Hidden From Others). And some perceptions and feelings in an individual's background of experiences are unknown to the individual, even though they might influence and direct the individual's behavior. These are represented by Window Panes #2 and #4. Window Pane #2 represents those that are Blind to Self, But Known to Others. Window Pane #4 represents the unconscious, Unknown to Both Self and Others.

Joseph Luft has delineated some principles of change that may have implcations for the team relationship between the field supervisor and the intern. One of these principles underscores the

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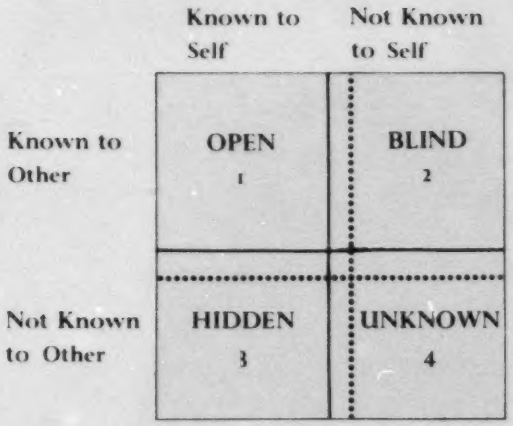
[2]Developed by and named after Joseph Luft and Harry Ingham. See Joseph Luft, Of Human Interaction, Palo Alto, California: National Press Books, 1969.



potential in CDA training to upgrade the quality of care for children and enhance the quality of life for both the CDA intern and the field supervisor:

> When interpersonal learning takes place, Window Pane #1--that part of self that is "open to both self and others"--becomes larger, while one or more of the other panes becomes smaller.

Luft also provides guidelines for creating a climate of trust that enables both individuals in an interpersonal relationship to enlarge the "free, open" pane, while reducing the "blind" and "hidden" panes.

Other principles of change/3/ that may have implications for skill development for field supervisors are:

1. Hiding, denying, or being blind to behavior takes energy.
2. Awareness tends to be decreased by threat and increased by mutual trust.
3. Forced exposure to behavior, feelings, and motivation is "undesirable and usually ineffective."
4. The "unknown" pane carries universal curiosity that is "held in check by custom, social training, and diverse fears."
5. Sensitivity involves accepting and respecting the concealed qualities of behaviors, feelings, and so on in the "blind," "hidden," and "unknown" panes.

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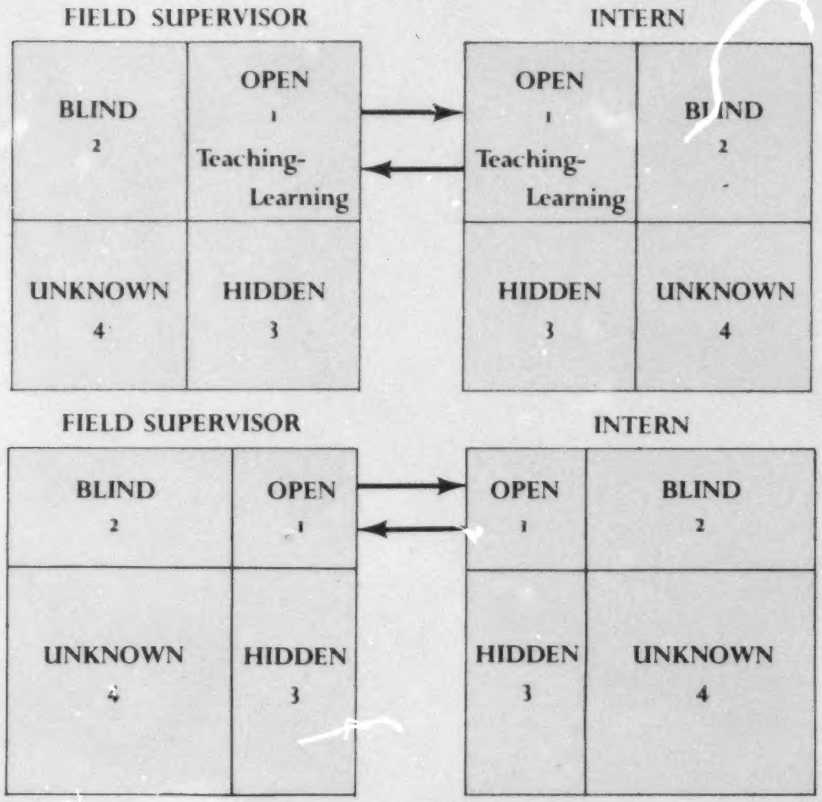
[3]Ibid., p. 14.

Teaching-Learning Process

When relating these principles directly to the teaching-learning process, the "open" pane might also be designated the "teaching-learning" pane./4/ Most of the time, field supervisors and interns, because of the one-to-one, individualized training approach, are operating from and out of that "open" area in a problem-free, spontaneous manner.



Field supervisors, on one hand, are conducting appraisals, providing new ideas and resources, integrating academic and field experiences, and carrying out other teaching responsibilities. Interns, on the other hand, are completing specific learning activities, studying and applying academic theory to their work with children, discovering and trying new ideas and techniques, and taking responsibility for their own learning, in general.

When communication problems arise, however, and field supervisors or interns find themselves hiding ideas or feelings from one another, the effect is to close up the open, teaching-learning pane, and to enlarge the hidden and blind panes. This tends to hinder effective teaching-learning. The climate of trust is set back. The field supervisor now has the responsibility to use appropriate skills to rebuild trust so that teaching-learning can once again be facilitated.

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[4]Adapted from Gordon, Thomas. T.E.T. Teacher Effectiveness Training. New York: Peter H. Wyden/Publisher, 1974.

Knowing and Trusting Oneself and Others

Providing Constructive Feedback

A major skill in building trust in the team relationship is giving constructive feedback. Feedback is defined here as "the return to you of behavior you have generated."/5/

The field supervisor needs to learn how to constructively tell the intern about:

1. The events that are occurring as a result of the intern's behavior.
2. The effect the intern's behavior is having on the children.
3. The effect the intern's behavior is having on the field supervisor.

The field supervisor must also learn how to receive feedback from the intern.

Many persons avoid providing feedback to others for fear of being rejected. They do have some basis for their fear if they have been rejected when they have provided feedback in the past. Unfortunately, all feedback does not build trust, especially if the feedback is not constructive.

Varieties of Feedback

There are a number of ways to give feedback. Some ways tend to erode the building of trust and should be avoided.

The following five types of feedback/6/ are discussed according to their potential for furthering trust in the field supervisor-intern team relationship:

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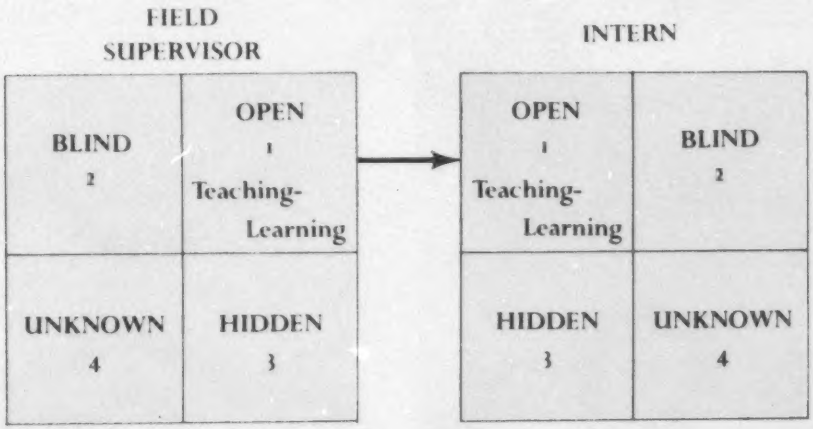
[5]Luft, Of Human Interaction

[6]Ibid.

- Information
- Judgmental reaction
- Forced feedback
- Interpretative feedback
- Personal reaction feedback./7/

Information

This type of feedback is useful when the field supervisor needs to check perceptions. It signals the intern that the field supervisor needs clarification about what has occurred. The field supervisor repeats to the intern what the intern has said or done, prefacing the feedback with:



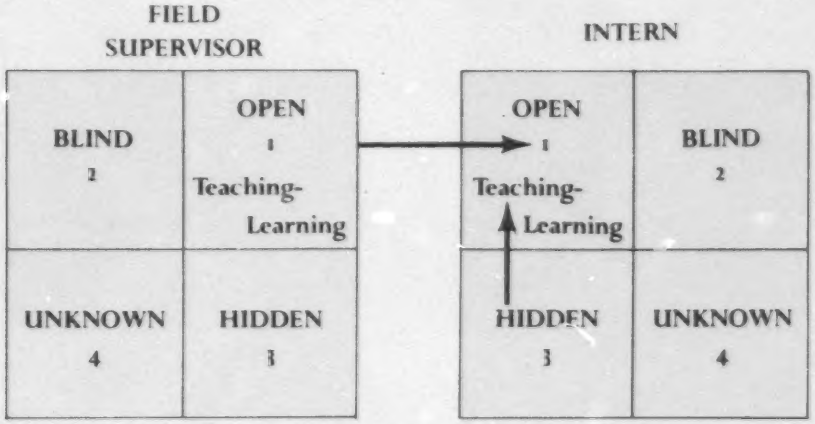
[7]Ibid., pp. 117-120.

- "If I heard you right (you told the children to go to the story corner and sit down)."
- "Am I correct in saying that (your aide's behavior during clean-up time upset you)?"
- "I thought I saw you (frown at Kevin)."

It helps the intern know that the field supervisor is checking on his or her own perceptions of the intern's behavior. The intern can either confirm the perceptions or modify them.

Judgmental Reaction

A judgmental reaction is considered to be the least desirable type of feedback in terms of influencing awareness and change. Here, the field supervisor makes a judgment about the behavior of the intern and also gives an opinion or advice. For example, "You're letting the staff walk all over you. It's not a healthy situation. Tell them you won't tolerate their coming in late."



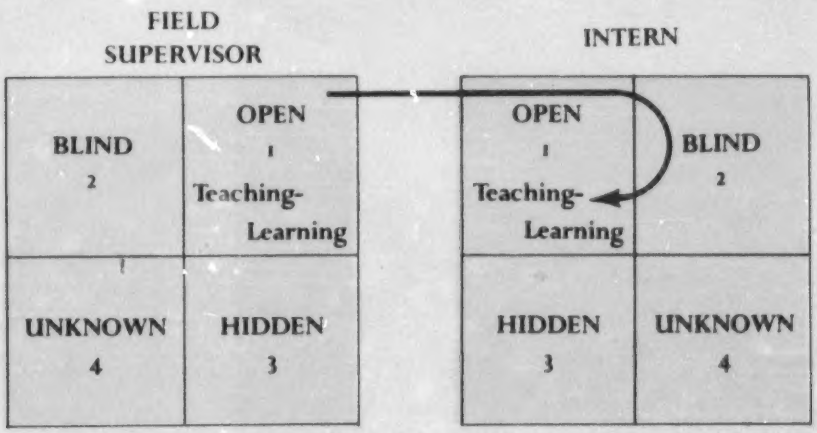
Judgmental reactions are usually given "for the intern's own good." They tend to be resisted, to fix the position of the intern even more fully, or to start a counter opinion and a pro and con argument.

In cases where judgment is solicited, the intern is usually seeking a particular opinion. When there is a high level of trust, reception to the judgmental reaction differs: opinions may still be resisted, but they may carry more weight.

Forced Feedback

Giving forced feedback is generally undesirable, because in this approach the field supervisor calls attention to behavior that may be "blind" to the intern. For example, "Can't you see you are deliberately avoiding discussion of the final assessment process?"

The use of forced feedback is a strong temptation, especially when the field supervisor can supply the intern with behavioral evidence to support the assumption. However, forced feedback is not conducive to change (see p. 112).

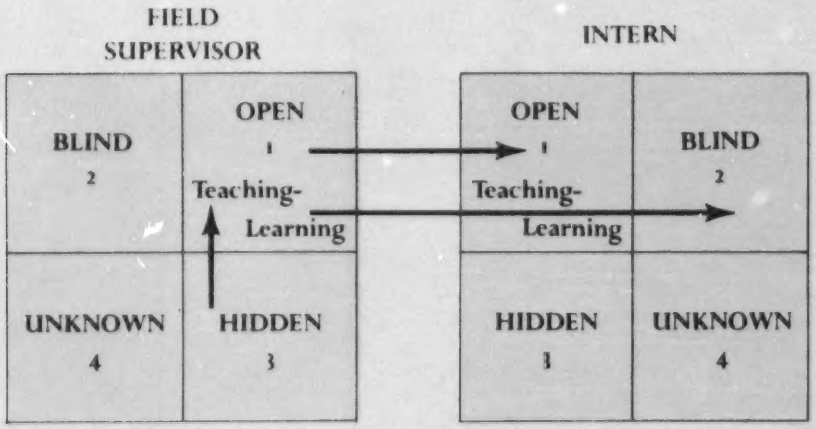


Since the feedback is usually unsolicited, it may be not only undesirable but also detrimental. The ultimate effect will depend on the level of trust in the relationship. If trust is just being established, the field supervisor runs the risk of having to start all over again. If the level of trust is high, it may be set back. It is important to bear in mind the vulnerability of the intern. Because the field supervisor has become important to the intern, the impact of what is said is likely to be intense.

Interpretative Feedback

In giving interpretative feedback, the field supervisor explains the conduct of the intern by relating the intern's behavior to a reason or motive. For example, "Maybe you feel angry because Billy didn't take your suggestion." This interpretative feedback is a variant of forced feedback. Reference is made to material that may be in the intern's "blind" area.

Interpretation is a subtle type of feedback that is difficult and complex. It is best reserved for psychotherapy or for use by field supervisors who have had special training. The impact

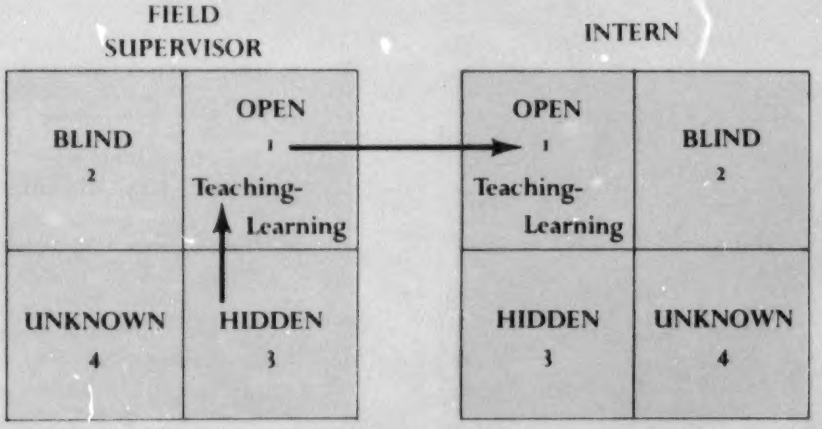


depends on the intern's readiness to understand his or her own motives, whether there are related problems, and the timing and phrasing of the feedback.

Personal Reaction Feedback

Personal reaction feedback can be one of the most significant learning events in the interaction between the field supervisor and intern, since the intern is informed of his or her specific impact on the field supervisor.

It will only be necessary when a problem resulting from the hiding or denying of ideas and feelings arises in the team relationship, and the teaching-learning process is not functioning well. The problem might belong to the field supervisor who has been unable to help the intern deal constructively with the children. For example, "I found myself really fidgety again today when you told the children to 'get lost.' I guess it makes me feel useless as your field supervisor. I spent a lot of time discussing these issues with you, and getting you those articles about children's thinking and discipline techniques...."



Or, the problem might belong to the intern. For example, "I get so tense when you sit there watching me and writing, writing, writing. Even though I know you're going to show me your notes, it's getting so I worry about your visits."

In situations like these, giving personal reaction feedback will open communication channels for resolution of the problem and resumption of teaching-learning about young children.

Personal reaction feedback involves two steps. First, the field supervisor shares with the intern how he or she feels, thinks, or reacts to something the intern has done or said. Second, the field supervisor gives any information about the past that is relevant to understanding the present reaction. The information is usually disclosed from the field supervisor's "hidden" area. For example:

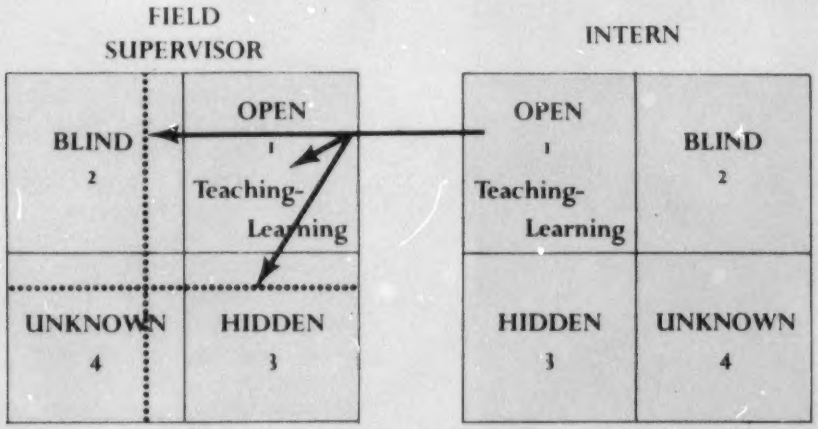
Suppose the field supervisor has, for the last three visits in a row, traveled many miles to the intern's work site to do an ongoing appraisal and has arrived and found that the intern is not at work. The field supervisor has always set up another time and has never confronted the intern. During the next onsite visit, the intern is present, and in the followup conference the field supervisor decides to give personal reaction feedback: the return to the intern of the behavior that the intern has generated in the field supervisor.

In the first step, the field supervisor, in touch with the personal anger that he or she has felt, shares this with the intern. For example, "I need to tell you how angry I have been the last three times I have come and found that you weren't here. I drove many miles to get here."

In the second step, the field supervisor gives any relevant information about his or her past that has entered into these feelings of anger: "I am not sure just why I am so angry. I had a good meeting with your center director, got to talk to your assistant teacher and to bring you the films you wanted, so my trips were not wasted; but I do so want you to move on to another Functional Area. I take my responsibilities as a field supervisor very

seriously. I have some ideas about field trips I'd like to discuss with you."

By sharing the relevant background information, the field supervisor allows the intern to see more of the "open" area and also of the "blind" area (the field supervisor's need for success through the intern's achievement). This sharing also has the effect of decreasing the need for the intern to be defensive about not having called in to cancel. The intern might even be able to share with the field supervisor that she didn't feel ready for the ongoing appraisal or that she was afraid of failure, fully realizing that it was her responsibility to call and cancel. Personal reaction feedback greatly increases the level of trust in the team relationship.



Personal Reaction Feedback and Building Trust

For positive self-growth for both the field supervisor and intern to occur, two elements of building trust need to be addressed. They are:

- Providing personal reaction feedback, and
- Responding with acceptance and support.

Both elements are necessary to maintain a climate of trust./8/ One person first takes the risk of giving personal reaction feedback; the other person responds with acceptance and support. Since field supervisors must assume the responsibility for building the climate of trust and must, therefore, be first to give personal reaction feedback, they run the risk of not being accepted by the intern.

One reason for nonacceptance by the intern might be that the field supervisor is not self-accepting and feels inadequate about teaching. Field supervisors need to bear in mind that acceptance of others usually results from and begins with acceptance of self. Since they have the responsibility of building and maintaining trust, field supervisors may simply have to keep providing personal reaction feedback without being accepted, knowing that only by sending clear messages will they be perceived as trustworthy. This very genuineness should prove to be a key element in finally bringing out the intern's self-awarness, self-perception, and self-acceptance. The field supervisor's role in furthering these positive self-attitudes is represented in figure 12.

When an intern finds it safe to reciprocate with personal reaction feedback to the field supervisor, it is crucial that the field supervisor respond with acceptance and support. Acceptance and support will increase the intern's tendency to be open the next time and will pave the way for teaching and learning.

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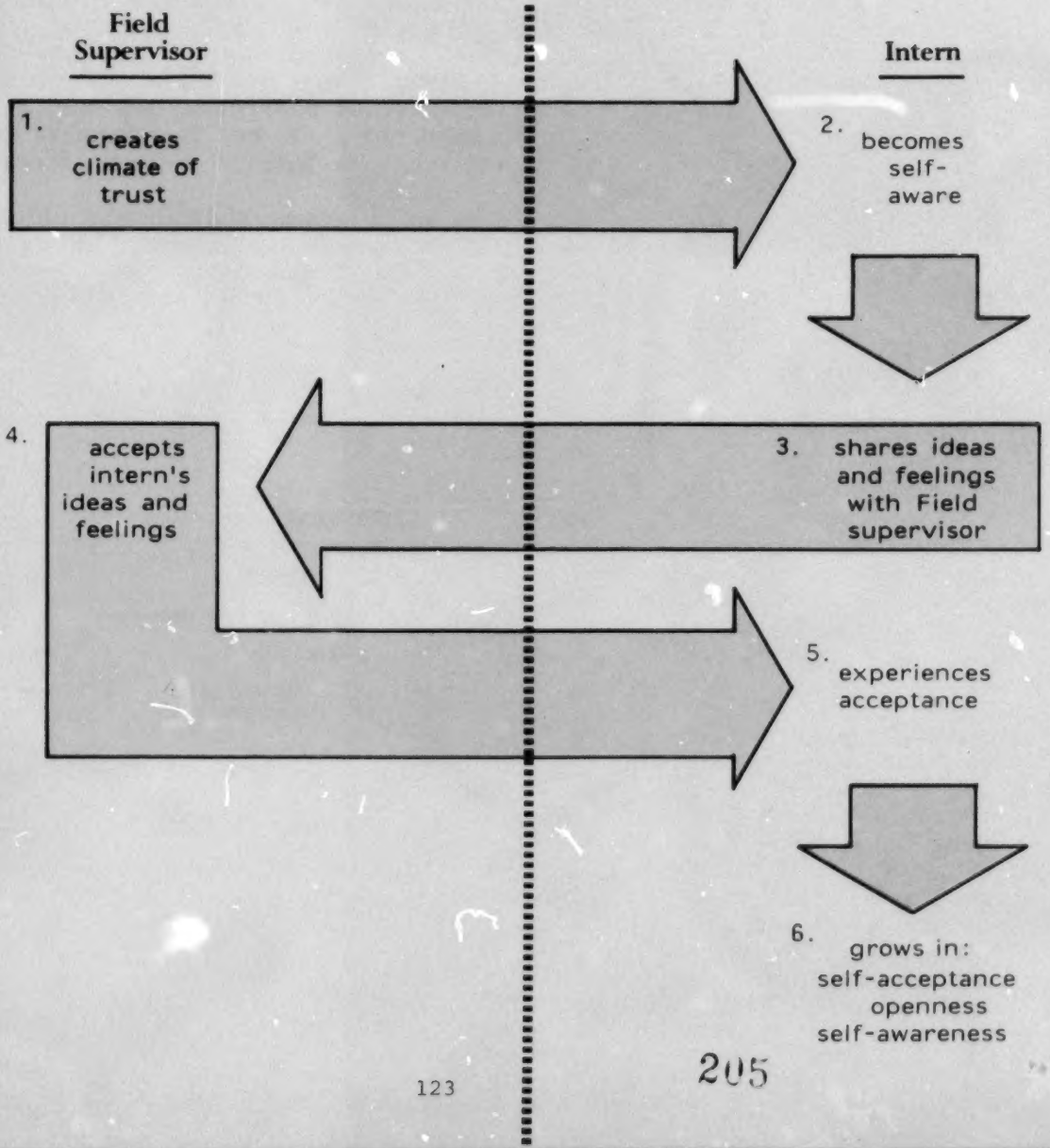
[8]Johnson, David W. Reaching Out: Interpersonal Effectiveness and Self-Actualization Englewood Cliffs, New Jersey: Prentice-Hall, 1972, p. 45.

Figure 12.
Field Supervisor's Role in Furthering
Positive Self-Attitudes in Intern



Building and Maintaining the Team Relationship

Relationship Between Open, Hidden, and Blind Areas:

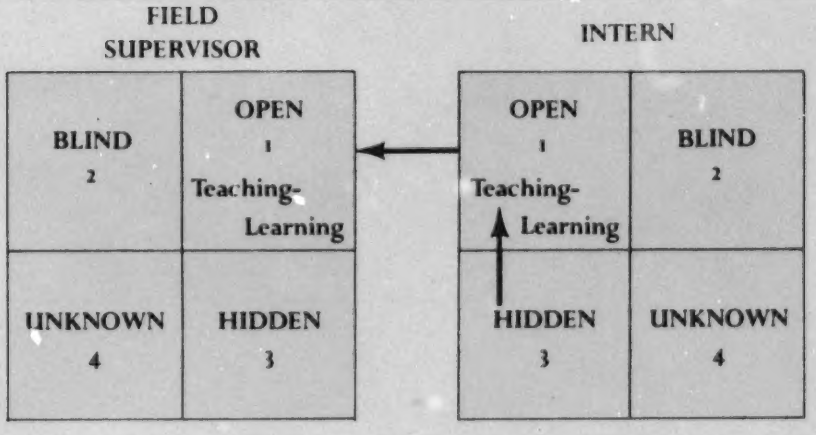
STEP 1

The field supervisor, Alice, has built a climate of trust. As a result, the intern, Peggy, becomes aware of her own negative feelings about taking the field supervisor's suggestions on art activities during free-play period. She hides these feelings for some time, but as the field supervisor maintains the climate of trust, the intern eventually discloses them to the field supervisor.

"I've been doing what you suggested about having all the art activities--scissors and paste, easel, and play dough or clay--available during free play, but I'd rather go back to structured art activities where I can watch the children and

There will be times during the initial period of building trust, and after, when the field supervisor will want to hide reactions to the present situation; for example, a difference in ideas about the length and ambience of free play period. There may be a number of reasons for not giving personal reaction feedback. If the intern has shown that he or she will misinterpret or overreact to feedback, the field supervisor may wish to remain silent until the timing seems right. A key to appropriateness of feedback seems to be achieving a balance between spontaneity and discretion.

The following diagrams show how building and maintaining the team relationship has the effect of enlarging the "open, teacher-learning" area and decreasing the "blind" and "hidden" areas of both the intern and the field supervisor.



see that they don't get paint all over themselves. I like to send them home clean. How can I talk to the parents about cleanliness if I send the children home covered with paint?"

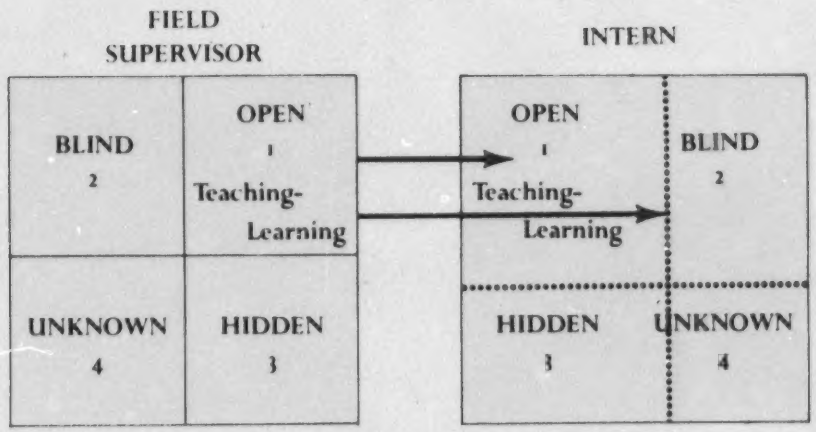
STEP 2

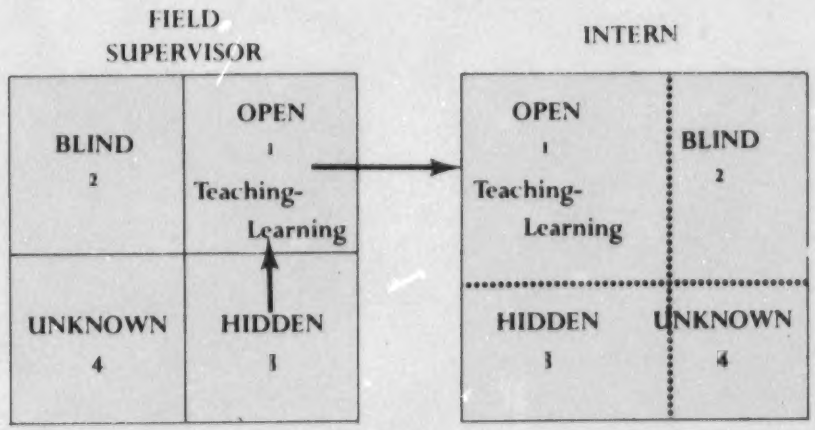
The intern's "open" area is enlarged. The field supervisor now sees more of the intern in the "open" area and also sees more of the intern's "blind" area--her need to be "in charge" and "correct."

STEP 3

Since the intern's feelings now come through more clearly, the field supervisor can react more specifically and appropriately and can now become more "open" toward the intern, sharing the feelings, reactions, and thoughts that she had hidden.

"Thanks for telling me about how you feel. I sensed something was wrong, but didn't know what. Next time I come, I'll take careful notes to share with you afterward about specific ways you can help children keep from getting paint all over themselves and still allow them free choices. We can then work together to look at situations where





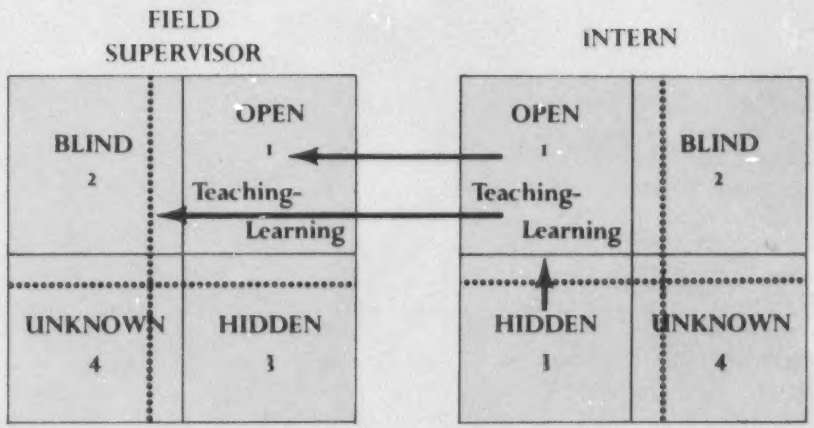
directed activities would be appropriate with small groups of children.

What a relief to find out what was bothering you. This morning in the coffee room when you and the other teachers walked away from me as I was explaining that new research on early reading, I didn't know what to think."

STEP 4

The intern can now see more of the field supervisor's "blind" area--her tendency to engage staff in conversations about child development theories at inappropriate times (in the halls or in the coffee room). She can now give the field supervisor information to react to, enabling the field supervisor to reduce her own "blind" area.

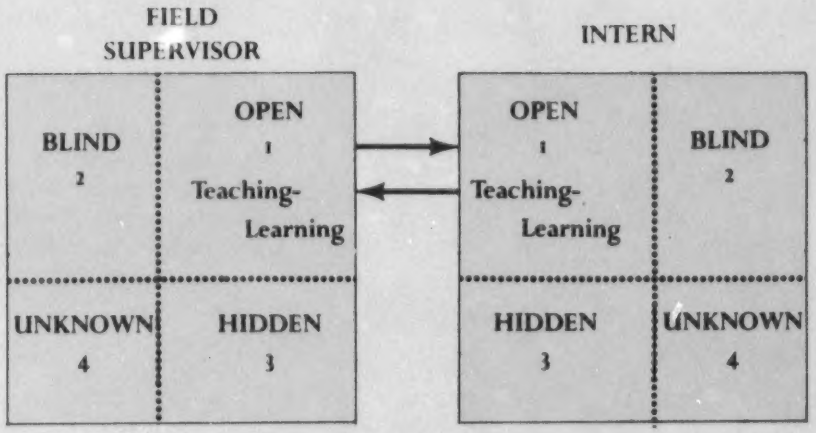
"Everyone here at the center really wants to hear about the theories but it's hard for them to focus on them in the middle of other activities. For your next visit I'll set up some time for you to talk to them in advance. Maybe we could also share our plans for handling the art activities with them."



STEP 5

Both the intern and the field supervisor now share greater "open" areas. There is more trust and less defensiveness. Being less defensive, they can begin to recognize their own behavior that emanates from the "blind" area. Dropping the defenses allows them to:

- See how the other person is reacting to that behavior
- Hear, perhaps for the first time, insights the other person is sharing about that behavior (to which they had previously been "blind").



Timing of Personal Reaction Feedback

The content, or what is appropriate personal reaction feedback, will differ for each field supervisor and intern in each unique team relationship. However, there are guidelines about the timing of personal reaction feedback that can be applied by field supervisors./9/ Personal reaction feedback is appropriate when:

1. It is a function of the ongoing relationship.
2. It is timed to fit what is happening.
3. It concerns what is going on within and between persons in the present.
4. It moves by relatively small increments.
5. It is given after taking account of the effect it will have on the intern.

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[9]Luft, pp. 132-133.

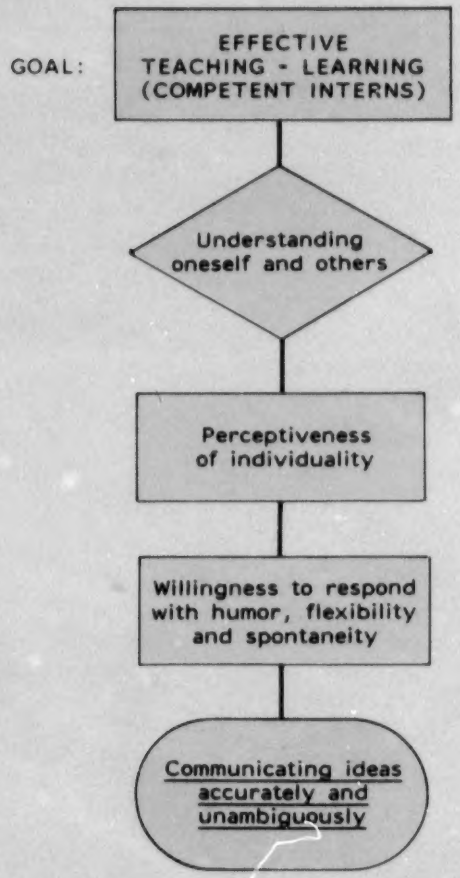
6. It creates a reasonable risk.

7. It is speeded up in a crisis; that is, when the relationship is in serious conflict, information from the "hidden" area might need to be revealed very quickly.

It is important for field supervisors to keep the goal of the team relationship--to facilitate the interns' learning and development--in perspective. When trust has been established and the relationship is "give-and-take" is the optimal time for teaching and learning to take place.

Understanding Oneself and Others

Communicating Ideas Accurately and Unambiguously


GOAL:
EFFECTIVE TEACHING - LEARNING (COMPETENT INTERNS)
Understanding oneself and others
Perceptiveness of individuality
Willingness to respond with humor, flexibility and spontaneity
Communicating ideas accurately and unambiguously

Communicating ideas accurately and unambiguously is the essential skill related to development of the following Personal Capacities:

- Perceptiveness of individuality
- Willingness to respond with humor, flexibility, and spontaneity. (See figure 10, p. 106.)

When the field supervisor is able to perceive the individuality of the intern and to respond with humor, flexibility, and spontaneity, it should increase his or her interpersonal competence in understanding the intern.

Being able to communicate ideas accurately and unambiguously requires skill in making a number of statements and responses of the following types:

- Personal statements
- Relationship statements
- Behavior-description statements
- Description-of-own-feelings statements
- Perception-check-of-other's-feelings statements
- Understanding responses
- Negotiating-for-meaning responses.

It is helpful when field supervisors systematically practice these skills not only with their interns, but also with other field supervisors and other people they interact with from day to day. What may seem artificial and wooden at first try can, with continued practice, be integrated into one's ongoing actions. Field

supervisors might work together to give one another feedback on use of the skills. They do not need to explain these skills to their interns, but to practice them in their role as model.

Personal Statements

Personal statements are messages referring to oneself, about what one is thinking, doing, and feeling and how one perceives himself or herself. For example, "I get uncomfortable when I see young children sitting still for such long periods." Personal statements are one of the primary ways that field supervisors can insure clear communication. They are marked by the pronouns "I," "me," and "my," in contrast to general words such as "everyone" or "Some people get uncomfortable when they...." When general words are used to refer to personal feelings and ideas, they may confuse the intern and result in a poor teaching-learning climate. Using general words to communicate one's own ideas and feelings can also be a symptom of "mistrust."

Relationship Statements

Relationship statements are messages expressing what one thinks or feels about another person. Relationship statements consider where the relationship is and what needs to happen for it to develop. They facilitate the expression of feelings and perceptions that can lead to a deeper, more satisfying relationship. For example, "I am glad you told me that my note-taking was making you nervous. I was beginning to sense something was going wrong. Let's figure out what we can do about it."

Behavior-Description Statements

Behavior descriptions are statements describing the visible behavior of the other person. They let others know what behavior one is responding to by describing it clearly and specifically. For example, "Jamie hadn't finished telling you about his painting when you interrupted him."

Description-of-Own-Feelings Statements

These are personal statements that specify some kind of feeling by name, action urge, or simile or other figure of speech. For example:

- Name: "I feel angry."
- Action Urge: "I feel like singing."
- Simile: "I feel boxed in, as if I were painted into a corner."

It is helpful for supervisors to describe their feelings about the interns' actions so that these feelings are seen as temporary and capable of change. For example, "At this point, I'm really annoyed with you. I wanted my book back so I could lend it to another intern."

Perception-Check-of-Other's-Feelings Statements

These are statements that describe what one perceives to be the feeling of the other person in order to verify that one's perception is correct. They are similar to paraphrasing, but they involve interpreting, rather than using the same words. For example, "Am I right that you feel disappointed?" "I get the impression that you are annoyed with me."

Understanding Responses

Understanding responses paraphrase the other person's expressed feelings and ideas in one's own words, without any indication of approval or disapproval. This can be a valuable skill to check out an intern's message to help determine whether:

- It is a request for information from the field supervisor;
- It is a signal that there is a communication problem; or

- The intern has a problem that does not involve the field supervisor, but that is interfering with the learning process.

Understanding responses requires careful listening on the part of the field supervisor. For example:

Intern: Of all the times in the day, I hate clean-up time the most. When the children start running around I just want to scream.

Field Supervisor: You're upset about clean-up time. What makes it especially difficult is the children's running around.

Intern: Yes! The center director came in yesterday complaining about the noise. She had a visitor with her and it really embarrassed me. Why couldn't she have come in alone?

Field Supervisor: In addition to being upset with the children, and clean-up time, generally, what is also frustrating is that the center director complained in front of a guest.

Using understanding responses communicates a desire to understand and, under most conditions, is perceived by interns as a sign of caring. Interns experience a feeling of being understood, form a clearer perception of what they have said, and become less defensive in reciprocal communication. They become more willing to take risks in personal reaction feedback, which builds mutual trust. When understanding responses are skillfully done, field supervisors are able to reach the interns' frame of reference.

In the above example the field supervisor would continue with listening and responding until all elements of the problem have been verbalized by the intern. They can then work together toward a solution; for example, how to manage transitions.

Negotiating for Meaning Responses

These are responses that attempt to find out the exact meaning of a person's statement. The intern makes a statement. The field

supervisor tells the intern what he or she thinks was meant. The intern then responds to that. The field supervisor and the intern then talk until they are in agreement about what the intern really meant. For example:

Intern: I'm just getting fed up with this whole CDA thing. All this extra work, and my center director wants lesson plans done, and you want assignments done. And I don't know where to turn first.

Field Supervisor: Let's see if I understand. Are you saying that you're tired of being in CDA training? That it's just too much?

Intern: No. that's not what I said. I said I'm in the middle, between my center director and you, with the work--the CDA assignments and her lesson plans.

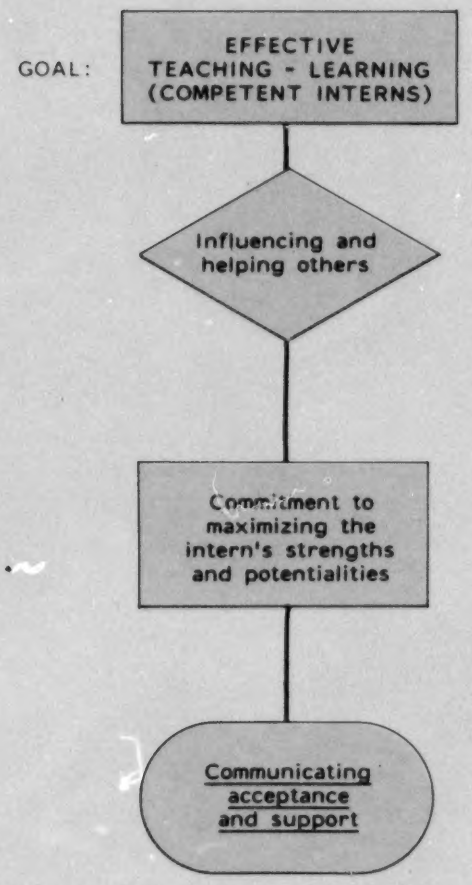
Field Supervisor: Oh, I see. It's the CDA assignments plus the lesson plans. The work coming from both of us makes you feel in the middle.

Intern: Yes, that's why I'm getting fed up.

At this point the two are ready to work out a solution to the problem, and the teaching-learning process can resume in a positive manner.

Influencing and Helping Others

Communicating Acceptance and Support


GOAL:
EFFECTIVE TEACHING - LEARNING (COMPETENT INTERNS)
Influencing and helping others
Commitment to maximizing the intern's strengths and potentialities
Communicating acceptance and support

Communicating acceptance and support is an essential skill related to development of the Personal Capacity, "commitment to maximizing the intern's strengths and potentialities," and increased interpersonal competence in "influencing and helping the intern."

There are a number of ways to communicate acceptance and support; however, two skills that seem directly relevant and are also related to providing personal reaction feedback are:

- Expression of warmth and acceptance
- Reciprocal self-disclosure.

Expression of Warmth and Acceptance

Feelings of acceptance would not be possible without a degree of warmth in the field supervisor-intern relationship. Acceptance is first communicated through listening with understanding. Through careful listening it is possible to reach interns' frames of reference. Accurate listening also communicates to the interns that the field supervisors care and are willing to take their ideas and feelings seriously. Expressions of warmth and acceptance are of two types: antecedent and consequent.

Antecedent acceptance is a message of encouragement from the field supervisor for the intern to take risks in giving personal reaction feedback. For example, "I'd really like some feedback from you about the way I moved in and stopped that fight in the block corner. The antecedent message of acceptance conveys that the field supervisor has warmth or liking for the intern.

Consequent acceptance is an expression of acceptance made by the field supervisor following the intern's risk-taking in giving personal reaction feedback. The intern has complete freedom to express his or her own ideas and feelings; however, approval does not automatically follow. A field supervisor might accept the

intern's ideas or feelings, but not necessarily approve of them. For example, "Thanks for trusting me with that information about our different approaches. I can see why you were angry with me. Let's talk more, though, about our disagreement on techniques of dealing with children who throw blocks."

Antecedent acceptance is crucial for encouraging the intern to take risks and allows the team relationship to build and grow. The closer consequent acceptance follows the intern's risk-taking, the greater impact it will have in encouraging risk-taking at another time.

In both types of expression, the field supervisor must communicate clearly. Words, facial expressions, tone of voice, posture, and gestures: all must communicate warmth and acceptance. The field supervisor can also show warmth and acceptance for the intern by spending time with the intern, asking for help from the intern, and being available when the intern needs additional help.

Reciprocal Self-Disclosure

Another skill closely associated with expressing warmth and acceptance is providing reciprocal self-disclosure; that is, when the intern gives the field supervisor personal reaction feedback, the field supervisor reciprocates. This skill contributes to the maintenance of trust.

The field supervisor might add to the preceding example of consequent acceptance: "I've held back my feelings about your discipline techniques for a long time. I'm relieved that we can talk about it at last. I think children need to know that the adults are in charge. It frightens them when they get out of control."

In communicating acceptance and support, the focus returns to personal reaction feedback, clearly the most significant and critical skill for the field supervisor to master. Personal reaction feedback, when appropriately and constructively given, can foster:

- Learning about self
- Learning about others
- Personal flexibility
- Spontaneity
- Availability of productive energy
- Increased communication
- Authenticity
- Increased realization of talent and potential for both the field supervisor and the intern.

All of these qualities will facilitate the teaching-learning process and thereby increase the intern's competence as a teacher of young children.

Chapter Summary

In this final chapter of the Guide, the attitudes, or Personal Capacities, of the field supervisor were approached by equating them with the Personal Capacities of the intern. (See pp. 102-103.)

Personal Capacities for field supervisors are:

1. Readiness to build the team relationship.
2. Sensitivity to feelings.
3. Perceptiveness of individuality.
4. Willingness to respond with humor, flexibility, and spontaneity.
5. Commitment to maximizing the intern's strengths and potentialities.

Since it cannot be assumed that field supervisors automatically have these attitudes, a plan was presented to help field supervisors operationalize the Personal Capacities through the effective use of interpersonal communication skills.

The Personal Capacities were first grouped under three interpersonal competence areas related to establishment and maintenance of the team relationship: knowing and trusting oneself and others, understanding oneself and others, and influencing and helping others. Essential skills were identified and their relationship to development of the Personal Capacities explained. Their relationship to facilitating the teaching-learning process and interns' acquisition of the CDA Competencies was also described. These skills were: providing constructive feedback, communicating ideas clearly and accurately, and communicating acceptance and support.

The field supervisor-intern team relationship and the positive, reciprocal nature of interpersonal learning that can occur when field supervisors master the skill of giving personal reaction feedback were emphasized.

Concluding Statements

The major goal of the national CDA program, through its three components--the CDA Competencies, training, and assessing and credentialing of child care staff--is to upgrade the quality of care for young children. This Guide has addressed the training component and the functioning of the CDA field supervisor.

A systematic look was taken at the knowledge, skills, and attitudes, or Personal Capacities, required of the field supervisor to carry out the many roles and responsibilities detailed in this Guide. The knowledge, skills, and attitudes were presented against a background of psychological, educational, and interpersonal theory.

The CDA field supervisor is a new professional in the field of early childhood education and adult education. In order for the field supervisor to function at an optimal level, knowledge, alone, is not enough; skills, alone, or coupled with knowledge, are not enough; nor will attitudes, alone, suffice. They are all of equal importance in developing the intern's competence to be in charge of a group of preschool children. The knowledge, skills and attitudes must be developed and integrated if this new professional is to have maximum impact on the CDA intern and thereby contribute to upgrading the quality of life for the intern and the quality of care for young children and their families.

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Appendix A
Glossary of CDA Terms and Procedures

Appraisal, initial appraisal, and ongoing appraisal--The processes by which training programs and interns themselves make judgments about the competence demonstrated by a CDA intern during training.

Assessment--The process by which the organization responsible for award of the CDA credential makes judgments about the competence demonstrated by a CDA candidate.

Bilingual (Spanish-English)/Bicultural Competencies--Additional competencies for teachers who work in bilingual (Spanish-English)/bicultural child care settings. Teachers should have knowledge and skills in the six CDA Competencies and in:

- Comprehending and communicating with children and adults in both languages, and
- Supporting children's ethnic identity and self-concept by making cultural experiences an integral part of the daily program and supplemental activities.

CDA, Child Development Associate--A person able to meet the specific needs of a group of children in a child development setting by nurturing children's physical, social, emotional, and intellectual growth; by establishing and maintaining a proper child care environment; and by promoting good relations between parents and the child development center./1/

CDA Assessment--The phase in the CDA Credential Award System in which the CDA candidate's competence in working with young

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[1] The Child Development Associate (Washington, D.C.: Department of Health, Education, and Welfare, Pub. No. (ODHS) 77-31049).

children is determined./2/ This assessment is conducted by a team of persons, the Local Assessment Team (LAT), made up of:

- The CDA candidate
- The candidate's LAT advisor
- A parent-community representative
- A CDA representative.

Each member collects information on the candidate's performance. This information is brought to the LAT meeting, where members study, discuss, and evaluate the information in relation to the CDA competency standards. They then make a recommendation regarding award of the CDA credential.

CDA candidate--The person who has been officially registered as a candidate for the CDA credential by the organization responsible for the CDA Credential Award System.

CDA Competency Areas--The basis of training and credentialing for Child Development Associates./3/ The CDA is expected to demonstrate competence in six areas. (See pp. 7-8 for a list of the CDA Competencies.)

CDA Competency Standards--These are definitions of the 13 Functional Areas that further delineate the six broad CDA Competency Areas. Functional Areas were developed and defined by the CDA Consortium in order to direct the focus of observation within the Competency Areas.

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[2] The Child Development Associate Applicaton Book (Washington, D.C.: CDA National Credentialing Program, Bank Street College of Education, 1981).

[3] Becoming a Child Development Associate: A Guide for Trainees (Washington, D.C.: Department of Health, Education, and Welfare, 1975).

CDA Credential Award System--The system developed by the CDA Consortium that provides for all necessary contracts, communications, evaluations, and activities required of a person seeking the CDA credential. Six phases are included:

1. Pre-entry process
2. Intake and initial assessment activity
3. Candidate readiness
4. Team assessment
5. Award
6. Post-award activities./4/

CDA Curriculum Terms/5/

Academic content. The essential content that supports the development of appropriate attitudes, skills, and conceptual knowledge for competency acquisition.

CDA curriculum. An interrelated set of instructional and organizational components designed to enable interns to acquire and demonstrate the CDA Competencies.

CDA intern--The person (frequently called trainee) in CDA training whose goal is acquisition of the CDA Competencies and the CDA credential.

CDA Training Criteria--The guidelines for implementing CDA Training. (See p. 11 for a list of the CDA Training Criteria.)

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[4] The Child Development Associate Application Book. Op. cit.

[5] These terms are explained further in The Child Development Associate Program: Guide to Curriculum Development (Washington, D.C.: 1981).

Field Supervisor--The person (frequently called trainer) who advises, counsels, guides, instructs, and assists CDA interns in their field work during the training period.

Indicators--Subcategories of skills related to the six CDA Competency Areas and 13 Functional Areas. They are kinds of behavior and types of activities which indicate that a child caregiver is performing competently. They provide a basis for observations and for classifying or categorizing observations of a candidate's (intern's) performance within each Area.

LAT advisor--The person (formerly called trainer) who observes and advises the CDA candidate during the assessment period for award of the CDA credential.

Personal Capacities--The patterns of relating to children identified as essential to the CDA's ability to demonstrate the CDA Competencies. (See pp. 105-106 for a list of CDA Personal Capacities.)

Portfolio documentation--A method by which the CDA intern (or candidate) documents evidence of demonstrated competence. Examples might be lesson plans, case studies, or descriptions of parent involvement projects.

Appendix B
CDA Training and Appraisal Materials

CDA

Form 1: Background Information

Agency _____

Date _____

Name _____ Home Phone _____

Mailing Address _____

_____

Center Where You Work _____

Address _____

Your Position _____ Phone _____

Number of years in position _____ Number of years in agency _____

What other employment experience have you had with young children?

	Name of Employer	Dates	Position
1.			
2.			
3.			
4.			
5.			

What is your career goal? _____

_____

_____

Circle the highest grade completed: 8 or less 9 10 11 12 Beyond

Do you expect to earn a degree? _____ In what? _____ When? _____

CDA

Form 1: Background Information
(continued)

Please indicate your college experience:

Institution, Degree	Course Taken	Date Completed	Credits

Have you had at least 12 weeks in supervised field experience working with 3-5 year olds in a center-based program? _____

Other training:

Course or Training Program	Sponsored by	Dates/Hours	Comments

CDA

Form 2: Initial Field Observation
Field Supervisor Appraisal

Intern's Name_____ Work Role/Title_____

Observation Date_____ Time Started_____ Time Ended_____ _____
Field Supervisor

Number of Children _____ Age Range of Children_____

Where did observation take place?_____

At what time in the daily schedule?_____
(Free play, storytime, etc.)

(If more space is needed for any of the questions below, please continue on back.)

I. What is your immediate reaction to this observation?_____

_____

II. Describe:

A. Any evidences of advance planning for the activity/activities:_____

_____

_____

B. The physical setting:_____

_____

C. The activity/activities--the responses of the children and the behavior of the intern._____

_____

III. What were the most positive things that happened?_____

_____

IV. What were the areas of difficulty?_____

_____

V. Suggestions for changes in this activity/activities:_____

_____

_____

CDA

Form 3: Initial Field Observation
Intern Appraisal

Intern _____ Work Role/Title _____

Observation Date _____ Time Started _____ Time Ended _____ _____
Field Supervisor

Number of Children _____ Age Range of Children _____

Where did observation take place? _____

At what time in the daily schedule? _____
(Free play, storytime, etc.)

(If more space is needed for any of the questions below, please continue on back.)

I. What is your immediate reaction to this observation? _____

_____

II. Describe:

A. The activity/activities you planned to take place during this observation:

_____

_____

B. The way you set up the physical environment for this activity/activities:

_____

_____

C. What actually took place--did the children respond the way you expected?

_____

_____

III. What were the most positive things that happened? _____

_____

IV. What were the areas of difficulty? _____

_____

V. What changes would you make if you were to repeat this activity/activities?

_____

_____

CDA

Form 4: Training Needs Self-Appraisal

Intern _____

Center _____

Date _____

In the first column, please rate your competence in the Functional Areas from 1 to 5, with 1 indicating strength and 5 indicating training need. After you have completed the entire column, indicate in the second column in numerical order the area(s) of priority for training with 1 being the first priority. Also list training needs and priorities in the Personal Capacities.

COMPETENCY	FUNCTIONAL AREAS	COMPETENCE	TRAINING PRIORITY
I. Establishes and maintains a safe and healthy learning environment	1. Safe		
	2. Healthy		
	3. Environment		
II. Advances physical and intellectual competence	4. Physical		
	5. Cognitive		
	6. Language		
	7. Creative		
III. Builds positive self-concept and individual strength	8. Self-Concept		
	9. Individual Strength		
IV. Promotes positive functioning of children and adults in a group environment	10. Social		
	11. Group Management		
V. Brings about optimal coordination of home and center child-rearing practices and expectations	12. Home/Center		
VI. Carries out supplementary responsibilities related to children's programs	13. Staff		

PERSONAL CAPACITIES	TRAINING PRIORITY

CDA

Form 5: Resource Chart

Agency_____

Date_____

Mark with a single check (✓) what is available, and a double check (✓✓) what is available for which the institution(s) will give credit.

Competency/Functional Areas	Course	Module	Workshop	Independent Study	Inservice Training
I. Establishes and Maintains a Safe and Healthy Learning Environment					
1. Safe					
2. Healthy					
3. Environment					
II. Advances Physical and Intellectual Competence					
4. Physical					
5. Cognitive					
6. Language					
7. Creative					
III. Builds Positive Self-Concept and Individual Strength					
8. Self-Concept					
9. Individual Strength					
IV. Promotes Positive Functioning of Children and Adults in a Group Environment					
10. Social					
11. Group Management					
V. Brings About Optimal Coordinaton of Home and Center Child-Rearing Practices and Expectatons					
12. Home/Center					
VI. Carries Out Supplementary Responsibilities Related to Children's Programs					
13. Staff					
Personal Capacities					
Bilingual/Bicultural Training Competencies					

CDA

Form 6: Individual Training Plan

This form is to be prepared jointly by intern and field supervisor after initial and/or ongoing self-appraisals and field supervisor appraisals.

Intern _____ Center _____

Field Supervisor _____ Date _____

Focus of Training:

Competency/Functional Area(s) or Personal Capacities:

_____

_____

Indicators: _____

Prior work in this Competency/Functional Area(s) or Personal Capacities:

_____

_____

Indicators: _____

INTERN COMMITMENTS	ESTIMATED COMPLETION DATES
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

FIELD SUPERVISOR COMMITMENTS	DATES
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Training Plan Review Date: _____

_____ _____

Intern's Signature Field Supervisor's Signature

CDA

Form 7: Field Observation

Field Supervisor _____

Intern _____

Center _____

Date _____

Competency/Functional Area or Personal Capacities being observed: _____

Observations	Indicators	Cross References	Indicators
		I 1 2 3	
		II 4 5 6 7	
		III 8 9	
		IV 10 11	
		V 12	
		VI 13	
		PC B/B_1 B/B_2	
		I 1 2 3	
		II 4 5 6 7	
		III 8 9	
		IV 10 11	
		V 12	
		VI 13	
		PC B/B_1 B/B_2	

I
1. Safe
2. Healthy
3. Environment

II
4. Physical
5. Cognitive
6. Language
7. Creative

III
8. Self Concept
9. Individual Strength

IV
10. Social
11. Group Management

V
12. Home/Center

VI
13. Staff

PC Personal Capacities
B/B_1 Bilingual/Bicultural$_1$
B/B_2 Bilingual/Bicultural$_2$

CDA

Form 8: Ongoing Appraisal Summary

Field Supervisor _____ Intern _____

Date _____ Center _____

FUNCTIONAL AREA:

COMPETENCY STANDARD (DEFINITION):

INDICATORS	NUMBER	NEG.	POS.	CROSS-REFERENCES	NUMBER	NEG.	POS.
				I 1. Safe			
				2. Healthy			
				3. Environment			
				II 4. Physical			
				5. Cognitive			
				6. Language			
				7. Creative			
				III 8. Self-Concept			
				9. Individual Strength			
				IV 10. Social			
				11. Group Management			
				V 12. Home/Center			
				VI 13. Staff			
				Personal Capacities			
				Bilingual/Bicultural$_1$			
				Bilingual/Bicultural$_2$			
VARIETY RATIO ⁄ 250			TOTALS				251

CDA

Form 9: Portfolio Checksheet

Intern _____

Field Supervisor _____

Center _____

COMPETENCY AREAS		FUNCTIONAL AREAS									
Establishes and maintains a safe and healthy learning environment	I	1. Safe									
		2. Healthy									
		3. Environment									
Advances physical and intellectual competence	II	4. Physical									
		5. Cognitive									
		6. Language									
		7. Creative									
Builds positive self-concept and individual strength	III	8. Self-Concept									
		9. Individual Strength									
Promotes positive functioning of children and adults in a group environment	IV	10. Social									
		11. Group Management									
Brings about optimal coordination of home and center child-rearing practices and expectations	V	12. Home/Center									
Carries out supplementary responsibilities related to children's programs	VI	13. Staff									
		Date									

KEY:
INTERN'S MATERIAL ADDED TO PORTFOLIO → ▨ ← FIELD SUPERVISOR OBSERVATION MATERIAL

CDA

Form 10: Observation and Conference Summary

Intern _____ Center _____

Field Supervisor _____ Date of Observation _____

Time Observation Started _____ Time Observation Ended _____

Competency/Functional Area or Personal Capacities Observed: _____

_____

Scheduled Actvities _____
(Snack time, free play, etc.)

Cross Reference (circle) 1 2 3 4 5 6 7 8 9 10 11 12 13 PC

Any unusual conditions: _____
(Weather, visitors, fire drill, etc.)

Field Supervisor's comments in terms of strengths, progress and suggestions for development: _____

_____

_____

_____

_____

_____

_____

_____
Field Supervisor's Signature

Intern's Comments: _____

_____

_____

_____

_____

_____

_____

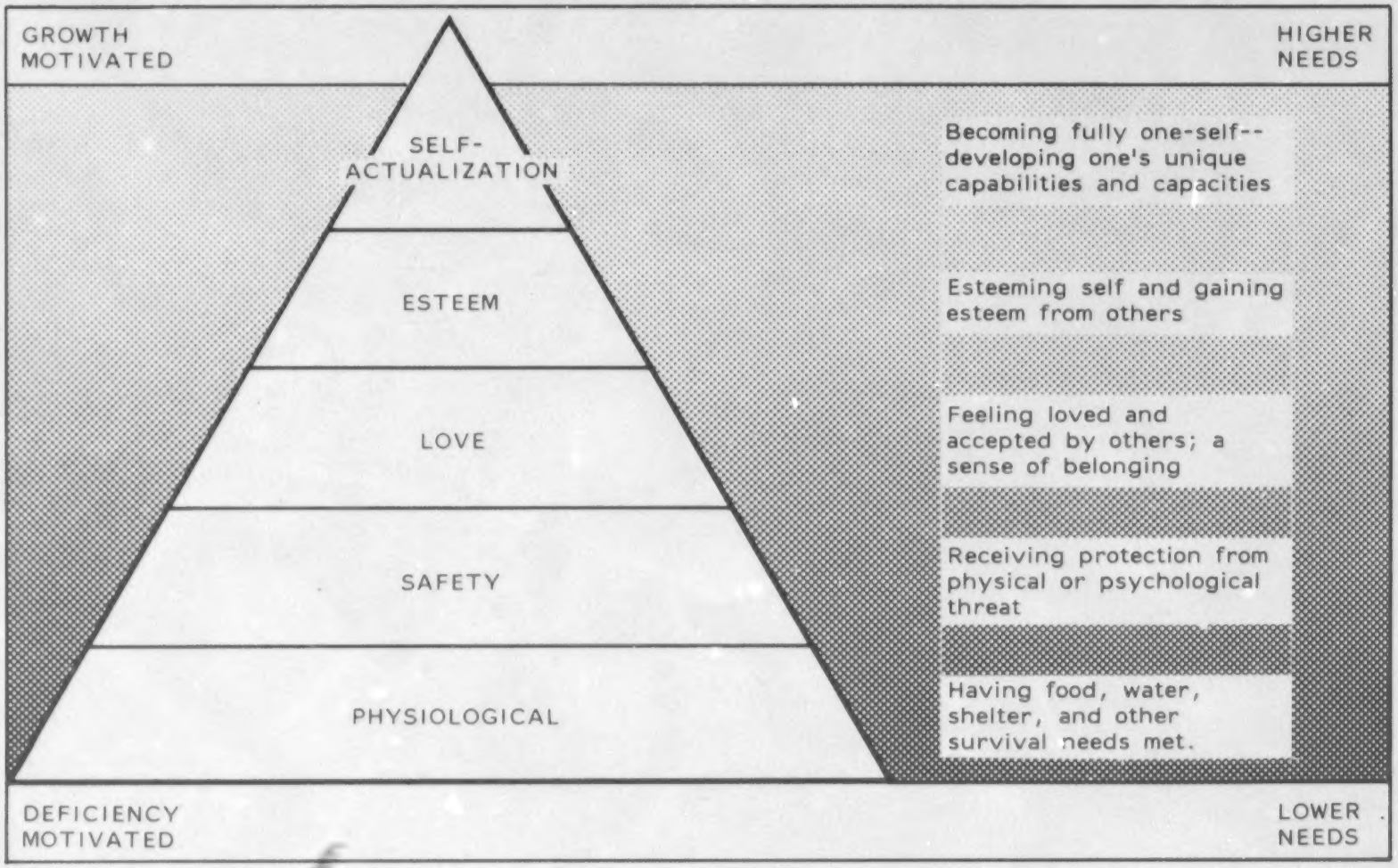
_____
Intern's Signature

ADULT PHASES OF GROWTH AND DEVELOPMENTAL TASKS FOR EACH PHASE*

Early Adulthood:	Selecting a mate Getting started in an occupation Starting a family Rearing children Managing a home Finding a congenial social group Taking civic responsibility
Middle Age:	Relating to one's spouse as a person Achieving social and civic responsibility Establishing and maintaining an economic standard of living Assisting teenage children to become happy and responsible adults Getting to the top of the vocational ladder Adjusting to aging parents Developing adult leisure-time activities.
Later Maturity:	Adjusting to decreasing physical strength and health Adjusting to retirement and reduced income Adjusting to death of a spouse Establishing satisfactory physical living arrangements.

*Developmental tasks as delineated and researched by Robert Havighurst, University of Chicago. The tasks are related to the 10 social roles of adulthood: worker, mate, parent, homemaker, son or daughter, citizen, friend, organization member, religious affiliate, and user of leisure time.

MASLOW'S HIERARCHY OF HUMAN NEEDS



*Maslow, Abraham H. Motivation and Personality. New York: Harper and Brothers, 1954.

Appendix C
Resources for the CDA Program

Over the years a wide variety of CDA curriculum and training materials have been developed. These include both printed and audiovisual materials that focus on the CDA Competency Areas, the separate Functional Areas, the Personal Capacities, Bilingual/ Bicultural training competencies, the CDA Training Criteria, and facets of the CDA Credential Award System.

For further information contact:

- Chief of Education Branch
  Development and Planning Division
  Administration for Children, Youth,
  and Families
  P.O. Box 1182
  Washington, DC 20013
  (202) 755-7794

- Dr. Robert C. Granger
  Executive Director
  CDA National Credentialing Program
  1341 G Street, N.W.
  Suite 802
  Washington, DC 20005
  (202) 638-6656, (800) 424-4310

- The Eric Clearinghouse on Elementary and Early Childhood
  (ERIC/EECE)
  College of Education
  University of Illinois
  Urbana, IL 61801
  (217) 333-1386

- Media Productions, Inc.
  Box 1052
  Columbia, MD 21044
  (301) 465-1116

  (for slide/tapes and 16-mm films)

- The Head Start Bilingual/Multicultural Resource Centers established by ACYF to assist Head Start grantees in developing bilingual/bicultural and multicultural programs:

Region II

Head Start
Columbia University
Teachers College
525 West 120th Street
New York, NY 10027
(212) 678-3100

Region VI

Intercultural Development
Research Associates
5834 Callaghan, Suite III
San Antonio, TX 78228
(515) 684-8180

Region VIII

Inter America Research Associates
910 - 16th Street, Suite 722
Denver, CO 80202
(303) 534-1290

Region IX

Development Associates
693 Sutter Street, 3rd Floor
San Francisco, CA 94102
(415) 776-0120

- The Home Start Training Centers (HSTCs) established by ACYF to provide technical assistance to Head Start programs choosing the home-based option and training for home visitors:

Regions I, II, III

West Central, West Virginia
Community Action Association, Inc.
804 Ann Street, P.O. Box 227
Parkersburg, WV 26101
(304) 485-4455

Region IV

Clinch-Powell Educational
Cooperative
P.O. Box 279
Tazewell, TN 37879
(615) 626-9270

Region V, IMPD

Portage Project
P.O. Box 564
Portage, WI 53901
(608) 742-8811

Region VI

ARVAC, Inc.
P.O. Box 2110
Russellville, AR 72801
(501) 968-6493

Region VII

Nebraska Panhandle CAA
1840 Seventh
P.O. Box 340
Gering, NB 69341
(308) 436-5076

Region VIII

Bear River Community Action
Agency
495 East 5th South
Logan, UT 84321
(801) 753-0951

Region IX

Alemeda Xanthos
Home-Based Resource Center
1724 Santa Clara Avenue
Alemeda, CA 94501
(415) 522-8363

- The Resource Access Projects (RAPS) established by ACYF to provide training and technical assistance to Head Start programs in implementing the requirement that 10 percentum of enrollment opportunities be made available for handicapped children:

Region I

New England RAP
EDC - 55 Chapel Street
Newton, MA 02160
(617) 969-7100, ext. 452
(CT, ME, MA, NH, RI, VT)

Region II

Resource Access Project,
Region II
New York University
School of Continuing Education
3 Washington Square Village,
Suite 1M
New York, NY 10012
(212) 598-2144
(NY, NJ)

Region III

Georgetown University RAP
3800 Reservoir Rd., N.W.
Washington, DC 20007
(202) 625-3639/3694
(DE, MD, PA, VA, WV, DC)

Region IV

Resource Access Project
Chapel Hill Training-
Outreach Project
Lincoln Center
Merritt Mill Road
Chapel Hill, NC 27514
(919) 967-8295
(NC, SC, FL, GA)

Mississippi RAP
Friends of Children Head Start
119 Mayes Street
Jackson, MS 39213
(601) 362-9154
(MS)

Nashville RAP
The Urban Observatory of
Metropolitan Nashville-
University Centers
Peabody College of
Vanderbilt University
P.O. Box 317
Nashville, TN 27303
(615) 329-1965
(KY, TN, AL)

Region V

Portage Project/RAP
626 E. Slifer Street
P.O. Box 564
Portage, WI 43901
(608) 742-8811
(WI, MI, MN)

University of Illinois RAP
Colonel Wolfe School
403 East Healey
Champaign, IL 61820
(217) 333-3876
(IL, IN, OH)

Region VI

Texas Tech University RAP
Special Projects Division
P.O. Box 4170
Texas Tech University
Lubbock, TX 79409
(806) 742-3112
(TX, LA, AR, OK, NM)

Region VII

Region VII Head Start RAP
Children's Rehabilitation Unit
University of Kansas Medical Center
39th & Rainbow Boulevard
Kansas City, Kansas 66103
(913) 588-5961
(IA, KS, MO, NE)

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Region VIII

University of Denver RAP
Denver Research Institute--SSRE
University of Denver
Denver, CO 80208
(303) 753-3484/753-3485
(CO, MT, ND, SD, UT, WY)

Region IX

Resource Access Project, Region IX
1741 Silverlake Boulevard
Los Angeles, CA 90026
(203) 664-2937
(CA, AZ, NV)

Pacific RAP
Castle Memorial Hall
U.E.S. 102
1776 University Avenue
Honolulu, HI 96822
(808) 948-9639
(HI, PTT, GM, CNMI)

Region X

Portland State University RAP
P.O. Box 1491
Portland, OR 97207
(503) 229-4815
(ID, OR, WN)

Alaska Special Services RAP
700 H Street, Suite 9
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(907) 274-1665
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A Guide to Curriculum Development
A Guide to Program Administration
A Guide to Training